DOCUMENT RESUME

ED 297 085 AA 001 180

Resources in Education (RIE). Volume 24, Number 1.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 297 100 CE 050 578

Johnson, Calvin
An Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.
Arkansas Univ., Little Rock.
PUB DATE- 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Educators; *Faculty Development; *Needs Assessment; State Surveys; Teacher Attitudes; Teacher Characteristics; *Teacher Education; *Teacher Participation
A study obtained information on educational needs of Arkansas adult educators. It also provided data for planning teacher education programs based on the needs of inservice adult educators. Surveys were mailed to 200 randomly selected members of the Arkansas Association for Public, Continuing and Adult Education; 137 (68 percent) responded. The research identified the characteristics of adult educators relative to sex, race, age, and employment status. Findings indicated that primary reasons for participating in staff development activities (with the most frequent response first) were professional knowledge and receiving credit hours for certification. Respondents generally indicated a preference for taking courses offered off campus and an interest in independent study courses and courses offered by correspondence. They also expressed high concern for workshop courses and preference for nontraditional courses and offerings. Thirty-five percent had participated in course work during the past 12 months. Fifty percent of the respondents indicated that they had applied for and received certification in adult education. Thirty-one percent expressed a need for additional information regarding certification. Respondents indicated a strong interest in inhouse training and courses that addressed specific skills. They expressed interest in taking workshops and seminars and attending conferences for university credit. (The instrument is appended.) (YLB)

DOCUMENT RESUME

ED 297 115 CE 050 608

Hill, Raymond; And Others
Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
University of South Florida, Tampa. Dept. of Adult and Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- DVACE/10/86/200; IE-412-BK-86
PUB DATE- Oct 86
NOTE- 109p.; For a related guide, see CE 050 607.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Admission Criteria; Community Colleges; *Curriculum Development; Educational Facilities; Evaluation Criteria; Facility Guidelines; Legal Responsibility; *Plumbing; *Program Administration; Program Content; *Program Development; *Program Implementation; Resource Materials; Secondary Education; Student Evaluation; Student Organizations; Teacher Qualifications; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Florida
This guide is intended for local school district and community college administrators, instructors, and other advisory and coordinating groups charged with developing and offering courses in residential and commercial plumbing. The following topics are covered: legal authority (program standards, planning, structure, development, review and evaluation, and advisory committees); program content (occupational descriptions, program standards, instructional approach, sample course outlines/lesson plans, and student organization participation); student admissions and teacher standards (admission criteria and teacher certification and qualifications); facilities (design criteria, suggested equipment and supplies, safety); and instructor resources (print and audiovisual materials, professional organizations, and supportive services). Appendixes include facilities diagrams, organizational charts for Vocational Industrial Clubs of America, and curriculum frameworks and student performance standards for residential and commercial plumbing. (MN)

DOCUMENT RESUME

ED 297 130 CE 050 627

Guidelines for the Development, Implementation and Operation of School Vocational Education Councils.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Sep 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; Consultants; Guidelines; Postsecondary Education; *Program Development; *Program Implementation; Secondary Education; *Vocational Education

This booklet is designed to assist teachers and/or coordinators of vocational/technical programs in the organization and operation of local advisory councils. It contains guidelines, directions, and sample materials that can be appropriately modified as the situation requires. Contents include a description of the purpose of advisory councils and information on types of vocational advisory councils. Guidelines for selection of the membership of a local advisory council cover composition of the council, term of service, organizing and conducting advisory committees, meetings, and showing appreciation. Samples of these types of materials are provided: letter of invitation, letter announcing official appointment, checklist for preparation of council meetings, notice of council meetings, agendas, memorandum for the record, minutes of meetings, guidelines for meetings, certificate of appreciation, and press release. A brief section on program reviews--one of the most significant functions of an advisory council--includes a sample of a program review checklist. Recommendations for effective use of local vocational education advisory councils conclude the booklet. (YLB)

DOCUMENT RESUME

ED 297 143 CE 050 650

Building Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.
Future Homemakers of America, Olympia, WA. Washington Association.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
PUB DATE- 88
NOTE- 55p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Daily Living Skills; Extracurricular Activities; *Home Economics; Homemaking Skills; Secondary Education; *Student Organizations; *Student Projects
IDENTIFIERS- *Future Homemakers of America; Washington

This yearbook provides materials for Future Homemakers of America (FHA) chapters to use as they build a calendar of activity for the year. It focuses on the theme for the year, "Skills for Life," which emphasizes skills developed through home economics education. These types of materials are provided: the program of work; information on state and national projects; calendar of dates; and information on the advisory board. Other contents include scholarship information and application form; information on and application forms for state officers; material on and a recommendation form for honorary memberships; and nomination form for state parent. The book concludes with names and addresses of the presidents and vice presidents of the State of Washington's seven regions and of the regional advisers and consultants. The names and addresses of chapters within that region are listed along with the name and school telephone number of the advisers. (YLB)

DOCUMENT RESUME

ED 297 157 CE 050 674

Hollenbeck, Kevin
Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 43p.
GRANT- NIE-G-83-0005; P-2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dismissal (Personnel); Economic Development; Education Work Relationship; *Employment Patterns; *Job Training; *Labor Market; *Models; National Surveys; *Outcomes of Education; *Promotion (Occupational)
IDENTIFIERS- Employer Surveys

A study examined the effect of education and training on the economy and on employment outcomes. Data collected during a 1982 nationwide telephone survey of 3,500 employers were used as the basis for statistical models of voluntary and involuntary job separations and job promotions. Four major conclusions resulted from the modeling process developed. First, on-the-job training is negatively related to quits and employer-initiated separations and is positively related to promotions. Second, education does not seem to be related to employment separation but is positively related to promotion. Third, employment outcomes are more dependent on firm and job characteristics than on worker characteristics. Fourth, individual job search and employer recruitment and selection behavior directs "better" workers (more human capital) into good jobs. These four conclusions produce a heuristic model according to which (1) hiring processes (consisting of individual job search and employer recruitment and selection processes) result in a sorting of workers into jobs and firms and (2) the training policies and characteristics of those jobs and firms tend to determine the outcomes of the employment relationships that are formed. Overall, the study findings seem to highlight supply-side interventions. (MN)

DOCUMENT RESUME

ED 297 171 CE 050 692

Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-88713-604-4
PUB DATE- 86
NOTE- 65p.; Original version was written by the Employment and Training Institute, Inc. and funded by the New Jersey Department of Labor.
AVAILABLE FROM- National Alliance of Business Clearinghouse, 1015 15th Street, NW, Washington, DC 20005 (Related software package--$399.00; annual updates--$50.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Employment Programs; Federal Legislation; Federal Programs; *Job Training; Performance; *Performance Factors; *Program Effectiveness; *Program Evaluation; Specifications; *Standards
IDENTIFIERS- *Job Training Partnership Act 1982

The purpose of this guide is to provide local policymakers and program managers with an approach for using performance standards as a tool for reviewing and improving performance in Job Training Partnership Act programs at the local level. The guide is keyed to the Department of Labor adjustment methodology for activities beginning July 1, 1988. Section I discusses the evolution of performance standards and their supporting rationale. Section II details a systematic approach to obtaining comprehensive baseline data on local performance, an analysis of the performance of specific activities and contractors within the service delivery area (SDA), an analysis of performance trends, and a comparison with other SDAs. Section III describes two approaches for improving performance: the Oversight Response, which identifies probable causes of poor performance, and the Planning Response, which provides tools to examine new strategies and approaches that will improve performance. Section IV summarizes the key issues related to planning and managing with performance standards. Sample reports, charts, and worksheets are provided as needed. Many of the reports and worksheets in the guide require routine, yet time-consuming, computations using local participant and financial data. A software option (not available here) is available for microcomputer users to speed up the analysis. (YLB)

DOCUMENT RESUME

ED 297 186 CE 050 714

Cox, E. Jane; Oliveira, Victor J.
Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Occupations; *Employment Patterns; *Family Characteristics; *Farm Occupations; Heads of Households; *Income; *Labor Force
IDENTIFIERS- *Agricultural Work Force Survey
According to data from the 1985 Agricultural Work Force Survey, over 13.5 million of the 17.6 million agricultural work force household members (77 percent) lived in households headed by a farm worker. Some farm workers worked on the farm as their primary job, whereas others primarily worked off the farm. Farm work was an occasional form of employment for an additional group of workers, primarily students and homemakers who were unemployed or not in the labor force most of the year. Most agricultural work force households do not depend totally on farm work for income. Thus, farm income cannot be completely equated with household income. Farm workers primarily employed in farm work headed about 29 percent of all agricultural work force households. Over one-third of all farm workers, or 5 million people, lived in these households, including almost half of all farm operators, 35 percent of all hired farm workers, and only 20 percent of all unpaid farm workers. Only 23 percent of those living in agricultural work force households actually lived on a farm. The more people depended on farm work for employment, the greater the likelihood of their living on a farm. (MN)

DOCUMENT RESUME

ED 297 201 CG 020 974

Mynn, Joan; And Others
Communities and Adolescents: An Exploration of Reciprocal Supports.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- May 88
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Community Characteristics; *Community Involvement; *Community Support; Research Needs; Well Being

This document examines the supports communities provide to adolescents and the contributions adolescents in turn make to communities. In the first section of the document, the capacities adolescents need to function in adult roles are discussed and the supports for developing these capacities available from public policy are described. The traditional sources for supporting the development of youth, including family and school, are reviewed. The nature of communities as contexts for strengthening the capacities of youth is examined. In the second section, the availability, use, and impact of these community supports are assessed: (1) opportunities to participate in organized, ongoing groups; (2) avenues for contributing to the well-being of others; (3) sources of personal support; and (4) access to community facilities and events including museums, libraries, parks, civic events, and celebrations. In the final section, policy issues raised by the review of community supports are discussed, noting that establishing a deliberately drawn policy for generating and sustaining community supports depends on answering questions for which there is not sufficient information yet to answer. The document concludes with an agenda for research and experimentation to provide that information and to lay the groundwork for strengthening the reciprocal relationships between adolescents and communities. (ABL)

DOCUMENT RESUME

ED 297 216 CG 020 990

Carducci, Bernardo J.; Stein, Nikki D.
The Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Comparison.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Interpersonal Competence; *Personality Traits; *Self Concept; *Student Attitudes; Trend Analysis
IDENTIFIERS- *Shyness
Previous studies on shyness have focused on a limited number of individuals at a particular point in time. This study assessed the extent to which shyness was experienced by college students (N=1,120) in their daily lives and compared trends in such experiences across groups over a 9-year period. Each year from 1979 to 1987, with the exception of 1986, students completed a survey on shyness assessing their cognitive, affective, and situational reactions to the experiences of shyness in their daily lives. The results indicated that almost one-half of the students surveyed considered themselves to be shy. This pattern of results also seemed to remain stable over the 9-year period. Slightly over 55% of students indicated that shyness was a personal problem for them. Situations most often associated with eliciting feelings of shyness included those involving strangers, authorities, and members of the opposite sex. The results suggest that shyness is a rather pervasive phenomenon that is considered problematic and undesirable by most individuals who consider themselves shy. Most shy respondents, however, believed that their shyness could be overcome and were willing to work seriously to overcome it. A number of treatment programs are available to help individuals overcome shyness, most of which are designed to improve the individual's interpersonal skills. (NB)

DOCUMENT RESUME

ED 297 231 CG 021 012

Loft, Jenny, Comp.; Davis, Mari, Comp.
Homelessness: An Annotated Bibliography of Australian Research.
Australian Inst. of Family Studies, Melbourne.
REPORT NO.- ISBN-0-642-13188-0
PUB DATE- 88
NOTE- 174p.
AVAILABLE FROM- Australian Institute of Family Studies, 300 Queen Street, Melbourne, Australia, 3000.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *High Risk Persons; *Homeless People; *Housing Needs; *Poverty
IDENTIFIERS- *Australia

This bibliography, compiled for the International Year of Shelter for the Homeless, lists Australian works published since 1974 about homelessness. It includes definitions of homelessness from the literature and an introductory article looking at different perspectives on homelessness. The entries, mainly taken from FAMILY database, are each accompanied by an abstract or indicative statement about their contents. The bibliography is arranged in two sections. The first section lists Australian publications specifically about homelessness published from 1974 through 1987. Citations are listed chronologically beginning with the most recent articles. The second section lists Australian publications on factors that may contribute to homelessness and documents relating to particular populations in danger of becoming homeless. Documents in the second section are listed under the headings of: (1) Aborigines; (2) The Aged; (3) Crisis Accommodation; (4) The Disabled; (5) Drug Taking; (6) The Economics of Housing; (7) Government Assistance on Housing and Rent; (8) Migrant Communities; (9) One-Parent Families; (10) Poverty, Housing and Unemployment; (11) Refugees; (12) Women; and (13) Young People. Citations are listed alphabetically by author. Interspersed with the bibliography are four feature articles from the "Age" newspaper and an article on poverty in Australia in 1985-86. The final section of the book provides information on where to look for other works on the subject of homelessness, both in the overseas and the Australian literature. (NB)

DOCUMENT RESUME

ED 297 245 CG 021 027

Sapp, Allen D.
Songs of Despair: A Case Study of Adolescent Suicide.
PUB DATE- Apr 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences (San Francisco, CA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Case Studies; *Depression (Psychology); *Poetry; *Stress Variables; *Suicide
IDENTIFIERS- *Adolescent Suicide

This report outlines the extent of the problem of adolescent suicide in the United States, noting that suicide is the third leading cause of death among adolescents in this country and that the rate of suicide by adolescents is expected to continue to increase in the future. It examines one adolescent suicide, using the case study method, to illustrate the problem. Definitions of suicide and of adolescence are presented and factors related to adolescent suicide are reviewed. The remainder of the paper discusses the case study of a teenager who hanged himself a few days before his 18th birthday. Poems written by the boy are included throughout the text and are used to illustrate how he passed through the stages of haplessness, helplessness, and hopelessness. Messages contained in the boy's writings are used to explain how suicide was selected as a solution to his perceived and actual problems. (NB)

DOCUMENT RESUME

ED 297 259 CS 008 598

Goodman, Kenneth S.; Gespass, Suzanne
Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
NOTE- 79p.
CONTRACT- NIE-C-00-3-0087
AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Language Patterns; *Miscue Analysis; *Pronouns; *Reader Text Relationship; *Reading Habits; *Reading Processes; Reading Research
IDENTIFIERS- *Text Structure; Textual Analysis
This paper is based on a transactional viewpoint (involving writer, reader, and text) in which the text is no longer external but is constructed and reconstructed by the reader during reading. Using a database developed for a previous study (Goodman and Goodman, 1978), this research examined pronoun usage in three basal texts by evaluating the miscue patterns of 24 second graders, 32 fourth graders, and 32 sixth graders. These students represented eight populations made up of four English dialect groups from Tennessee, Maine, Mississippi, and Hawaii, and four bilingual groups from Arizona (Navajo), Michigan (Arab), Texas (Spanish), and Hawaii (Samoan). Analysis of readers' miscue patterns indicated that they established pronoun referents in the personal texts they created as they read. Results showed that pronouns were read without miscues over 90% of the time. Key findings included the following: (1) many text pronouns were read with few or no miscues, though others revealed identical substitutions by several subjects, indicating their shift to a different referent; (2) pronouns were substituted for other text words in rough proportion to their occurrence in the text; (3) readers tended to substitute pronouns with other pronouns from the same grammatical case, thus maintaining syntactic function and anticipating where pronouns would occur in noun positions; (4) non-pronoun substitutions occurred in few categories, indicating that readers expected pronouns in certain text positions; (5) determiners were frequently interchanged with possessives, indicating the maintenance and possible intensification of cohesive relationships; (6) miscue patterns involving conjunctions and pronouns indicated the reader's manipulation of the surface structure using different options than the author. (JD)

DOCUMENT RESUME

ED 297 273 CS 009 225

Smith, Nila Banton
American Reading Instruction.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-892-2
PUB DATE- 86
NOTE- 528p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Authors; Biographies; *Educational History; Elementary Secondary Education; Instructional Materials; *Reading Instruction; *Reading Research; *Scholarship
IDENTIFIERS- *Smith (Nila Banton)

A presentation of the history of reading instruction in the United States, this book is a special edition of Nila Banton Smith's original 1965 volume with the addition of a prologue on her life, and an epilogue which updates the history of reading instruction from 1965 to 1985. Chapter headings consist of: (1) The Beginnings of Reading Instruction; (2) The Period of Religious Emphasis in Reading Instruction; (3) The Nationalistic-Moralistic Emphasis in Reading Instruction; (4) The Period of Emphasis upon Education for Intelligent Citizenship; (5) The Period of Emphasis upon Reading as a Cultural Asset; (6) The Initial Period of Emphasis upon Scientific Investigation in Reading; (7) The First Period of Intensive Research and Application; (8) The Period of International Conflict; and (9) The Period of Expanding Knowledge and Technological Revolution. A selected bibliography with works divided into periods dating from 1607 to 1965 is included. (MS)

DOCUMENT RESUME

ED 297 288 CS 009 240

Ketchum, Clay A., Ed.
Proceedings of the College Reading Association, Volume 6, Fall 1965.
College Reading Association.
PUB DATE- 65
NOTE- 140p.; For other documents in this series, see CS 009 235-245. Some pages contain small print and may not reproduce well due to blurred type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Higher Education; Paperback Books; *Reading Achievement; *Reading Centers; Reading Consultants; *Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; Reading Teachers; Remedial Reading; Secondary Education; Study Skills; Two Year Colleges
IDENTIFIERS- *College Reading Association; Reading Machines

The proceedings of the eighth annual meeting of the College Reading Association consisted of the following papers: "President's Report" (M. J. Weiss); "What Constitutes a Minimal Program for Clinical Diagnosis of Reading Disabilities?" (G. L. Bond); "Problems in Establishing Developmental Reading Programs in Junior Colleges" (E. S. Johnson); "Description of a Reading Program for Pre-College Students in a High School" (M. B. Warren); "My Experiences with a Successful High School Developmental Reading Program" (S. C. Berkey); "Experiences with a Successful High School Developmental Reading Program" (E. Sargent); "Developing Better Readers of the Better Newspapers" (C. Sailer); "Physiological and Psychological Events: Their Relationship" (D. E. P. Smith); "Reading Improvement and Achievement in College" (E. S. Wright); "Reading Improvement and Achievement in College" (L. W. Joll); "The Status of Reading Improvement Programs in Industry" (H. O. Patterson); "Moving in the Right Direction" (D. W. Henderson); "Reading Flexibility as Related to Levels of Reading Complexity" (D. R. Stone); "Teaching Flexible Reading Skills in High School" (H. Huff); "Establishing a New Reading Improvement Program for College Students" (P. Shaw); "Whose Job Is It to Teach Reading?" (R. S. Kimball); "The Role of the Private Clinic in the Community" (F. B. DeWitt); "The Role of the Coordinator in the Secondary Reading Program" (H. H. Herber); "New York State Education Department's Experimental Reading Material: A Progress Report" (E. Morgan); "Perceptual Difficulties Associated with Reading Disability" (F. Silbiger and D. Woolf); "Servicing the Special Needs of a Great Metropolitan School System" (S. M. Cohn); "An Experiment in the Improvement of College Reading and Study Skills" (E. O. Wendel); "Tutorial Programs within the Framework of Existing College Facilities" (W. Pauk); "Predisposing Factors Association with Poor Reading in High School and College" (A. S. McDonald); "State Certification of Reading Specialists--Or What?" (J. B. Wolfe); "Paperbacks--Good Reading in Small Packages" (D. A. Sohn); "Reaching Outward with Paperbound Books" (F. McLaughlin); and "Reading and Creativity" (A. T. Burrows). (MS)

DOCUMENT RESUME

ED 297 301 CS 009 255

Basic Skills--Reading: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
Michigan State Board of Education, Lansing.
PUB DATE- May 87
NOTE- 77p.; Reprinted with permission from the National Diffusion Network; Twelfth Edition, 1986. For related document, see CS 211 431.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Demonstration Programs; Diagnostic Teaching; Elementary Secondary Education; Individualized Instruction; *Program Descriptions; Reading Instruction; *Reading Programs; Remedial Reading; Skill Development
IDENTIFIERS- National Diffusion Network

This booklet presents descriptions of 72 successful basic skills reading programs collected from school districts nationwide by the National Diffusion Network. Information provided for each program includes: (1) program name and brief description; (2) audience focus (noting grade and ability levels); (3) a detailed abstract of the program; (4) requirements for implementation; (5) costs of materials; (6) services provided by the program; and (7) names and addresses of program directors. The 61 categories include programs in classroom management, tutoring, learning resource centers, staff development, and parent involvement. Programs include: Basic Skills in Reading (BASK); Computer Utilization in Education (CUE); Preschool and Improvement of Reading (PRIOR); and Team Oriented Corrective Reading (TOCR). The booklet provides an alphabetical table of contents, in addition to category and grade level (prekindergarten through grade 12) indices for the programs. (MM)

DOCUMENT RESUME

ED 297 317 CS 210 292

Murray, Jack; And Others
Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2009-5
PUB DATE- 86
NOTE- 67p.
CONTRACT- 0708
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Classroom Design; *Classroom Environment; Classroom Furniture; *Computer Assisted Instruction; Computer Software Reviews; Elementary Education; English Curriculum; Ethnography; Instructional Effectiveness; Program Evaluation; *Teaching Methods; *Word Processing; *Writing Instruction; *Writing Laboratories; Writing Research
As a result of preliminary observations of word processing in elementary level language the seven case studies presented in this report reveal the effectiveness of current word processing (WP) activities within their respective instructional contexts. Each study is presented separately, detailing the classroom context, tasks and outcomes, program effectiveness, and results. Observations common to all of the studies are discussed under the following categories: (1) common features, such as the limitations created by the physical set-up of the labs and teachers' general satisfaction with the software; (2) younger versus older students, with younger students exhibiting the least facility with the keyboard and various machine functions while older students are able to take advantage of more of the functions offered by word processing; (3) regular classrooms versus labs, where computers in the regular classroom may create a physically congested environment and require a longer initial start-up time than would a lab situation; and (4) special education, specifically how WP can benefit students in this setting. Generally, the studies indicated that the type and/or degree of success students attain using WP is governed by the context in which it is used. The most important contextual variables identified in the studies were age, equipment availability, and location. (Lists of software publishers and related reading are appended.) (JD)

DOCUMENT RESUME

ED 297 330 CS 211 389

Kirsch, Irwin S.; And Others
Reading Newspapers: The Practices of America's Young Adults. A Summary.
Education Writers Association, Washington, DC.
PUB DATE- 88
NOTE- 20p.; Condensed version of a report presented at the Meeting of the Literacy Committee of the American Society of Newspaper Editors (Washington, DC, April 14, 1988).
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Ave., N.W., Suite 310, Washington, DC 20036 (first copy free; $3.50, after first copy; $10.00 for three).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Trends; *Literacy; Mass Media Role; *Mass Media Use; Media Research; *Newspapers; *Reading Habits; Reading Materials; Reading Material Selection; Television; *Young Adults
IDENTIFIERS- National Assessment of Educational Progress
Using the data base provided by the National Assessment of Educational Progress (NAEP) through its literacy assessment of young adults, researchers probed the newspaper reading practices of 21-25 year olds. The 1985 survey used home interviews of 3,600 young adults in the 48 contiguous states, representative of the 21 million adults in this age bracket. The study examined the relationship of educational attainment to newspaper readership habits and the use of three primary communications media--television, books, and magazines; what young adults read; and how newspaper readership relates to the use of other media. Findings showed that (1) the level of education obtained by young adults was strongly related to how often they read newspapers; (2) daily readership was highest among males at 49%, compared to 41% for females; (3) the Northeast was the region with the highest daily readership in the country (54%); (4) more than 80% of young adults read news; (5) the highest percentage (85.8%) read content in the area of comics, television/movie listings, and classifieds; (6) young adults who reported reading news had a higher average reading proficiency than did those not reading news; and (7) neither television nor other print material compete, in any real sense, with newspaper readership. However, those who did not read news were more inclined to be heavy television watchers. (Three tables of data and four figures are included.) (MS)

DOCUMENT RESUME

ED 297 344 CS 211 404

Olson, Gary A.; Moxley, Joseph M.
Directing Freshman English: Who Really Has Control?
PUB DATE- Mar 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Role; College English; *Department Heads; English Departments; *Freshman Composition; Higher Education; *Program Administration
IDENTIFIERS- Administrator Effectiveness
To determine how English department chairmen perceive the role of the freshman English director, a study surveyed English department chairmen from 250 randomly selected medium/small to large universities nationwide, representing every state (with a 54% response rate). The questionnaire solicited data about the tasks and responsibilities of directing a freshman English program. Respondents rated 21 items on a four-point scale from "essential" to "not important," in addition to answering open-ended questions concerning qualities necessary for a program director. Results indicated that, collectively, chairs felt strongest about six key aspects of directing a freshman English program. The director should (1) remain accessible throughout the semester; (2) communicate regularly with the chair; (3) possess strong communication skills; (4) remain current with developments in the discipline; (5) train inexperienced staff; and (6) monitor the quality of the staff's teaching. Results revealed that chairs valued general administrative abilities over substantive policy-making or direct administrative control of the program, and many of the prose remarks indicated that the chairs perceived a major responsibility of the writing program administrator to be one of good public relations. Additional qualities noted, which were not listed on the questionnaire, included interpersonal skills and various personality traits, such as patience, common sense, and a sense of humor. (A sample questionnaire is included.) (MM)

DOCUMENT RESUME

ED 297 360 CS 211 432

Robinson, Jeffrey C.
Radical Literary Education: A Classroom Experiment with Wordsworth's "Ode."
REPORT NO.- ISBN-0-299-11060-5
PUB DATE- 87
NOTE- 201p.
AVAILABLE FROM- University of Wisconsin Press, 114 N. Murray St., Madison, WI 53715 ($30.00 cloth--ISBN-0-299-11060-5; $13.95 paper--ISBN-0-299-11064-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *English Instruction; Higher Education; History; *Literary Criticism; Literary Genres; Literature Appreciation; Nineteenth Century Literature; *Poetry; Reader Response; Romanticism; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Ode Intimations of Immortality (Wordsworth); Revision Processes; *Wordsworth (William)
Using a college course on William Wordsworth's "Ode: Intimations of Immortality from Recollections of Early Childhood" as a case study, this book presents an alternative approach to teaching poetry. Divided into seven sections with 19 chapters, the book describes how students can develop and exercise an historical imagination in the presence of literature by examining a poem in its various contexts. The first section provides an introduction to the study, discussing two models of literary education (humanism and education for critical consciousness), presenting autobiographical information about the author, and examining two views of revision. Other sections of the book consist of: (1) "Wordsworth's "Ode": Examining Its Conviction" (four chapters providing a traditional analysis of the "Ode"); (2) "The History of the Ode" (four chapters examining the ode tradition from Horace through Wordsworth, and viewing Wordsworth's "Ode" in that historical context); (3) "Revision" (two chapters looking at Wordsworth's earliest versions and revisions of the "Ode"); (4) "Biography and History" (a chapter presenting biographical information about Wordsworth relevant to the "Ode"); (5) "Criticism from a Contemporary" (two chapters considering William Hazlitt's criticisms of the "Ode"); and (6) "Adolescence and Critical Consciousness" (three chapters examining students' reactions in terms of the adolescent experience). (A bibliographic essay is appended.) (MM)

DOCUMENT RESUME

ED 297 374 CS 211 459

Nelson, Jennie; Hayes, John R.
How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 26p.
GRANT- OERI-86-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Naturalistic Observation; *Research Papers (Students); Student Journals; Teacher Role; *Teacher Student Relationship; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Writing Contexts
Observing the composing processes of students working over real time in naturalistic settings, two exploratory studies asked: (1) What skills and assumptions do freshman and advanced writers invoke when they are searching for information to be used in writing? (2) What strategies and goals do students bring to a typical writing-from-sources task like the research paper? and (3) How do particular classroom contexts influence student performance? The research paper was used as a vehicle. The first study observed the way eight freshman and eight advanced writers planned and searched for information, revealing two differing purposes: content-driven (a fact-finding mission) and issue-driven (arguing for a position). The second study examined how students perform the many tasks involved in writing research papers. Eight students at Carnegie-Mellon University, randomly selected from courses requiring research papers, kept a daily process log of all paper-related activities from the time they received the writing assignment to the time they finished writing. The resulting material (over 500 pages) revealed two strategies in use. Low-investment strategies centered around the rote reproduction of other authors' ideas for the teacher-as-examiner. High-investment strategies centered around the transformation of source material to produce original conclusions. The teacher's role in influencing these strategies was a powerful one: high-investment writing was fostered by providing intermediate feedback, focusing on high level goals, providing an audience other than the teacher, and getting writers started early. (Fourteen references conclude the study.) (SR)

DOCUMENT RESUME

ED 297 388 CS 506 285

Bode, Robert Allen
Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.
PUB DATE- Nov 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988). For related document, see CS 506 286.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; *Ethics; Foreign Countries; Interpersonal Relationship; Research Needs; *Rhetorical Criticism; *Speech Communication; *Violence
IDENTIFIERS- *Gandhi (Mahatma); India; *Nonviolence; Passivity; Power; Rhetorical Strategies
In order to discover whether Mohandas Karamchand Gandhi's rhetorical perspective has provided a unique ethical perspective of communication, a review of the literature on existing ethical perspectives of communication would be in order. Ronald C. Arnett and Richard L. Johannesen, two contemporary researchers, have provided thorough reviews of ethical perspectives. Their ideas provide a clear backdrop against which Gandhi's perspective may be analyzed. At the center of Gandhi's rhetorical perspective is both the implicit and explicit rejection of violence. He assumed communication can be nonviolent and violent, and that distinctions between means and ends of communication can be collapsed. In addition, Gandhi assumed communicators (1) are active rather than passive; (2) share power; and (3) should focus on preserving relationships. Gandhi's unique view of rhetoric, of communication, and of communicators can be seen as a contribution to society's understanding of the ethnicality of rhetoric. (Twenty-nine notes are included, and 10 references are appended.) (MS)

DOCUMENT RESUME

ED 297 402 CS 506 302

Robbins, Bruce
Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Creative Dramatics; *Drama; Elementary Secondary Education; *English Instruction; *Language Arts; Readers Theater; Role Playing; Simulation; Teaching Methods
IDENTIFIERS- *Drama in Education; ERIC Digests; Facilitators; Improvisation
Literature on classroom drama suggests that there is considerable untapped potential for using drama as a teaching method in the English classroom. Studies have shown that high school students using dramatic enactment experienced more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-dramatic mode. Drama has varied applications in the classroom, including improvisation; role-playing; readers' theater; choral readings; and writing and producing radio programs, television screenplays, or documentaries. In using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. As collaborator and guide, the teacher sets the topic and starts things in motion, but the students' choices determine the course the lesson will take. With practice, teachers of English will discover that the use of drama techniques in the classroom can become a vital part of their teaching repertoire. (MS)

DOCUMENT RESUME

ED 297 417 EA 019 797

Sailor, Perry
The Effects of Various Middle-Grade Configurations.
Austin Independent School District, Tex.
REPORT NO.- AISD-85-20
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Behavior Change; Elementary School Students; *Grade 6; *Instructional Program Divisions; Intermediate Grades; *Middle Schools
IDENTIFIERS- *Austin Independent School District TX
This paper summarizes research relevant to the Austin Independent School District's proposal to move sixth graders from an elementary school (K-6 or K,4-6) to a middle school (6-8) grade grouping. A summary of the evolution of middle-grade education is presented. Three areas affected by grade organization are discussed: academic achievement, nonacademic outcomes (self-concept and anxiety), and homogeneous grade groups. The grade organization studies of various middle grade configurations did not show any consistent effects one way or the other. References to 36 studies are included. (SI)

DOCUMENT RESUME

ED 297 432 EA 020 145

Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.
National Inst. for Educational Research, Tokyo (Japan).
REPORT NO.- NIER-RW/86/6/500/450
PUB DATE- Jun 86
NOTE- 280p.; For Volume II, see EA 020 146.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Curriculum Design; Curriculum Development; *Developing Nations; *Educational Assessment; Educational Change; *Educational Policy; Educational Trends; Education Work Relationship; *Elementary Education; Enrollment Trends; *Foreign Countries; Homework; *Public Education; Research and Development; Teacher Education; Teacher Qualifications; Values Education
IDENTIFIERS- *Asia Pacific Region; Australia; Bangladesh; China; India; Indonesia; Japan; Malaysia; Nepal

This document comprises volume I of the national reports on the elementary/primary school curriculum in Asia and the Pacific sponsored by the National Institute for Educational Research (NIER) in Tokyo, Japan. Each nation's report is organized under the following topics: (1) general information on the geography and population, educational system, qualifications and training of teachers, research, and educational problems and issues; (2) the integrated curriculum, including content, inputs, process, and product; (3) moral/religious/values education, including the context, instructional process, evaluation and feedback, and problems and issues; (4) work-oriented education, including context, instructional process, evaluation and feedback, and problems and issues; (5) curriculum load, including definition, concerns of teachers and parents, general assessment, problems, nature and amount of homework, effect on enrollment and achievement, major studies on curriculum load, and modification of the curriculum. The national reports included in volume I are arranged alphabetically as follows: Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, and Nepal. (TE)

DOCUMENT RESUME

ED 297 447 EA 020 181

MacPherson, R. J. S.
Equal Power in Adversity: An Educational Myth for Post-Renwick Policy-Making in New Zealand Education.
PUB DATE- Dec 87
NOTE- 25p.; Paper presented at the Joint Annual Meeting of the Australian Association of Researchers in Education and the New Zealand Association of Researchers in Education (Christchurch, New Zealand, December 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; *Educational Policy; Elementary Secondary Education; *Equal Education; *Foreign Countries; Foundations of Education; Humanistic Education; Liberalism; *Marxian Analysis; Social Values
This paper proposes a new myth for New Zealand education policy development: "equal power in adversity." Unlike the preliberalism Darwinian myth, "survival of the fittest," and its replacement, "equal opportunities," the new myth would incorporate and reconstrue the socially critical postulates of the currently hegemonic "equal outcomes" myth using a pragmatic, holistic, and econo-political imagination. (Author)

DOCUMENT RESUME

ED 297 462 EA 020 224

O'Reico, Joseph J.
Strategic Planning for Educational Reform and Improvement.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; Policy Formation; *School Based Management; *School Organization
IDENTIFIERS- *Strategic Planning; Strategic Planning for Educ Reform and Improvement
This paper applies the strategic planning process to the task of school renewal and improvement. After outlining the basic elements of strategic planning (planning-to-plan phase, research, writing a mission statement, forecasting, contingency planning, and development of the strategic plan), the paper focuses on using this model to restructure schools. The policy formulation used, SPERI (Strategic Planning for Educational Reform and Improvement), is a set of manageable, concise procedures designed to help educators formulate effective policies. It is conceived of as a rational change process. The system was tested on three schools as case studies. Included are detailed descriptions of the three schools as they implemented this model, with the assistance of the developers, and with particular attention given to contrasts in the way each client group interpreted and adjusted the SPERI components to fit local context, politics, and values. In conclusion, it is noted that local contexts cause variations in the implementation and outcomes of the system. The flexibility required is also discussed. References are appended. (LMS)

DOCUMENT RESUME

ED 297 477 EA 020 292

Nard, James Gordon
City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 88
NOTE- 14p.
AVAILABLE FROM- Publication Sales, Center for the Study of Educational Finance, Illinois State University, 331 DeGarmo Hall, Normal, IL ($1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; Demography; Elementary Secondary Education; Financial Support; Public Schools; *Rural Schools; School Districts; *School District Size; *School Size; *Small Schools; Teacher Student Ratio
IDENTIFIERS- *Illinois
The research question posed in this study is as follows: How are small, rural school districts different from other school districts? The study involved analysis of data from 52 unit (K-12) school districts in a 9-county region of East Central Illinois. Data were collected from the 1986 school district report cards and from Illinois State Board of Education reports. Eighteen variables were selected relating to the school districts' output measures, curricula, staffing, demographic characteristics, and finances. The study indicated that small, rural school districts were stable educational communities, with certain curricular advantages. This study showed that small, rural schools may present some unique problems as well as opportunities, but as a class of districts, they neither exceed nor lag behind in their ability to offer quality educational services. (SI)

ED 297 086 CE 043 829

Hickman, M. Louise
Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
Morehead State Univ., Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Economics; *Educational Experience; Educational Research; *Knowledge Level; Norm Referenced Tests; Secondary Education; *Secondary School Students; Student Evaluation; Test Norms; Vocational Education; *Vocational Schools
IDENTIFIERS- *Kentucky; *Test of Economic Literacy
The "Test of Economic Literacy" was used to assess the economics knowledge of students enrolled in five Kentucky vocational high schools. The test was to determine if economics instruction should be instituted in vocational schools. Neither age group nor gender was found to be a significant factor in student achievement, but the number of relevant courses taken and the academic track followed by the student were found to affect performance. Only four of the 46 questions asked were answered correctly by more than 50% of the students. Although reading and reasoning skills may have contributed to this, a lack of economics knowledge is definitely indicated. The study recommends that a random sample of comprehensive high schools in Kentucky be tested; moreover, a review of the curricula should be conducted. Possible courses of action include: workshops in economics for inservice teachers; requiring preservice teachers to complete one course in economics; requiring a 6-week course in economics for all high school students. A sample test with a discussion, rationale, and percent answering incorrectly is appended. (YLB)

ED 297 101 CE 050 581

Arvidson, Lars
Pedagogical Ideas in Popular Adult Education.
PUB DATE- Jul 86
NOTE- 6p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Cultural Context; *Educational History; *Educational Methods; Educational Trends; Foreign Countries
IDENTIFIERS- *Study Circles; *Sweden
Swedish adult education has increased significantly during the last century. A great part of this increase has evolved from work within the popular movements, particularly study circles within the workers' movement and the free church movement. Three different time periods are of interest: 1910-14, 1930-39, and 1970-79. During the two earlier periods, popular education constituted an integrated part of the movements' programs and contributed to the fulfilment of their aims. At that time an instrumental view of knowledge existed, in which knowledge was seen as a means to reach the decided goals of the movement. Popular education retained a strong connection with the workers' movement in the 1970s, but the connection with the free church movement weakened. From the beginning, the movements' libraries have been a focal point for popular education. Study circles were regarded at first primarily as library associations. During 1910-14, different types of study circles appeared. One form dominated during the 1970s--the so-called general study circles. Changes occurred during these periods in regard to the background of the participants. During the first two periods, popular education was a form of youth upbringing. Later, the activities evolved to include all age groups. The study circle continues to exist as an educational method, but its characteristics have changed considerably. (YLB)

ED 297 131 CE 050 628

Chang, Carol H.; Shimomi, Cindy Ann M.
Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
Hawaii Univ., Honolulu.
SPONS. AGENCY- Hawaii State Board for Vocational Education, Honolulu.; Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- 88
NOTE- 91p.; Cover title varies.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Day Care; *Early Parenthood; *Educational Attainment; *Employment Level; Employment Problems; *Human Services; *Mothers; Parenthood Education; Postsecondary Education; Resources; Secondary Education; Womens Education
IDENTIFIERS- *Hawaii

A study was conducted to describe teenage mothers and the variables that have an impact upon their marketability and employment status. The sample was composed of 84 adolescent childbearers (out of 303) who had participated in the Windward District (Hawaii) Continuing Education Class (CEC) between 1979 and 1986. Participants answered questionnaires related to their demographic characteristics, their educational experiences, and their work experience and aspirations. The study found that (1) the more educational support or influence received by the adolescent childbearer, the higher her level of educational attainment; (2) the more education she had, the more support she received in securing employment; (3) the employed reported fewer barriers to returning to regular school following the CEC experience than the unemployed; (4) the average employed subject had a high school diploma whereas her counterpart had some high school and an equivalency certificate; (5) the higher the age of the respondent, the higher her likelihood of living with her spouse or partner; (6) the more educational support or influence received by the teen mother, the greater her chance of getting a job; and (7) the availability of child care was identified as the major determinant of employment status. The study concluded that increased support, more education, more family courses, and more counseling were effective in helping teen mothers return to work and/or complete their education. (KC)

ED 297 144 CE 050 651

Washington State Traffic Safety Education Curriculum Guide. A Master Guide for Implementing a Performance-Based Curriculum.
Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
PUB DATE- Apr 87
NOTE- 338p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Driver Education; High Schools; Motor Vehicles; *Safety Education; Signs; Traffic Accidents; Traffic Control; *Traffic Safety

This guide for implementing performance-based curriculum is intended to teach students decision-making driving. Heavy emphasis is put on the tasks and concepts involving traffic flow tasks (interacting with other highway users) and the functions and factors that affect that interaction. It is a "90-hour" guide, that is, the average student needs about 90 hours of classroom and independent study time to complete the activities, exclusive of in-car lessons and practice. Nineteen modules are provided: introduction to the highway transportation system, preparing and controlling, maneuvering in limited space; signs, signals, and pavement markings; human functions; intersections; traffic flow; lane changes; passing on two-lane roadway; freeway driving; complex driving; obtaining a driver's license; avoiding and minimizing impact, vehicle malfunctioning; vehicle characteristics, motorcycle awareness, nonmotorized traffic; roadway variations; limited visibility, lessened traction, special driving conditions; legal responsibilities, post-crash responsibilities; planning for travel; internal factors, physical factors, alcohol and other drugs; vehicle maintenance; and system improvement, fuel conservation. Each module consists of a list of objectives; student learning activities (classroom group and independent study); teacher-led discussion outline; overhead transparency masters; study sheets; and worksheets. (YLB)

ED 297 187 CE 050 715

Crowder, Bradley M.; And Others
Agriculture and Water Quality. Issues in Agricultural Policy.
Agriculture Information Bulletin Number 548.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Production; Agriculture; *Economics; Energy Conservation; Farm Management; Federal Regulation; *Land Use; Soil Conservation; *Water Pollution; *Water Quality; *Water Resources
Agriculture generates byproducts that may contribute to the contamination of the United States' water supply. Any effective regulations to ban or restrict agricultural chemical or land use practices in order to improve water quality will affect the farm economy. Some farmers will benefit; some will not. Most agricultural pollutants reach surface waterways in runoff; some leach through soil into ground water. Because surface water systems and ground water systems are interrelated, farm management practices need to focus on water quality in both systems. Modifying farm management practices may raise production costs in some areas. Farmers can reduce runoff losses by reducing input use, implementing soil conservation practices, and changing land use. Also at issue is who should pay for improving water quality: farmers, governments, consumers, or those who benefit from improved water quality. (Author/KC)

ED 297 202 CG 020 975

O'Moore, Mona
The CDCC's Teacher Bursaries Scheme: European Teachers' Seminar on "Bullying in Schools" (Stavanger, Norway, August 2-7, 1987).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)5
PUB DATE- 29 Jan 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Aggression; Antisocial Behavior; *Behavior Modification; *Behavior Problems; Elementary Secondary Education; Foreign Countries; Student Attitudes; *Student Behavior; Student Problems
IDENTIFIERS- *Bullying; *Europe

This document presents a report on the proceedings of a conference called to examine the problem of bullying of pupils in the age group 6-16 years old in schools in Europe, with the hope that the presentations and discussions would stimulate further awareness and interest and lead to the initiation of further research into the subject within Europe. The report is divided into three sections. The first section discusses the incidence of bullying in Norway, the United Kingdom, and Ireland. The second section discusses personal and background characteristics of both bullies and victims. Characteristics associated with bullies are identified, including parents' use of power-assertive disciplinary techniques, parents' marital problems, and children's temperament and popularity. Characteristics associated with victims are identified, including smaller size than peers, lack of social skills likely to mitigate bullying, passivity, and ineffectiveness, although "provocative" victims did not share these characteristics. The third section on approaches to prevention and treatment includes discussions of strengthening the relationship between teacher and family, fostering an advantageous classroom group relationship, and treatment of the bullying situation. The appendices include the conference program, a list of participants, and outlines of papers on management strategies and disruptive behavior. (ABL)

ED 297 246 CG 021 028

Harlow, Caroline Wolf
Motor Vehicle Theft. Special Report.

Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-109978
PUB DATE- Mar 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Crime; *High Risk Persons; *Motor Vehicles; *National Surveys; *Stealing; Trend Analysis; *Victims of Crime

Thirteen years of data from the National Crime Survey were analyzed to examine the characteristics of motor vehicle theft, to identify trends during the past 13 years, and to determine who are most likely to be victims of motor vehicle theft. All motor vehicle thefts reported to the National Crime Survey from 1973 through 1985 were examined. Between 1973 and 1985, there were 12,338,000 motor vehicles thefts in the United States, and 7,097,000 attempted thefts. The number of motor vehicles stolen declined 33% during the 1973-1985 period, from 9 to 6 per 1,000 registered vehicles. Motor vehicle thefts, whether completed or attempted, most often took place at night; vehicles were most often parked near the victim's home, in noncommercial parking lots, or on the street. A household member was present in about nine percent of all motor vehicle thefts, and in three percent the offender either threatened or physically attacked the victim. Stolen motor vehicles were recovered in 62% of the incidents. Almost 9 in 10 completed motor vehicle thefts were reported to the police. Blacks, Hispanics, households headed by persons under age 25, people living in multiple-dwelling units, residents of central cities, and low-income households were among those most likely to be victimized by motor vehicle theft. Those least likely to experience a motor vehicle theft included individuals age 55 and older, people who owned their own homes, and those living in rural areas. (NB)

ED 297 274 CS 009 226

Raines, Shirley C.; Isbell, Rebecca

An Array of Teaching Ideas Using Wordless Picture Books.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Study Conference of the Association for Childhood Education International (Salt Lake City, UT, April 6-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Cognitive Development; Elementary Education; *Picture Books; *Reading Material Selection; Reading Research; Teaching Methods
IDENTIFIERS- Story Structure

The wordless picture book is a valued but underused resource for young children, beginning literacy students, and for proficient readers. A survey of teachers indicated that three problems exist: (1) few wordless picture books are available in library collections; (2) teachers do not know how to select quality wordless books; and (3) few teachers consider the variety of instructional uses for wordless picture books. Solutions to these problems include emphasizing in teaching methods courses the value of wordless picture books, listing guidelines for selecting quality wordless picture books, and describing an array of teaching ideas for use with wordless picture books. (Twenty-three references, the survey instrument used, and a 225-item bibliography of wordless picture books compiled by the Library Media Specialists of the Oklahoma State Department of Education are appended.) (RS)

ED 297 302 CS 009 256

Calfee, Robert
Indicators of Literacy.
Center for Policy Research in Education.; Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-JNE-04
PUB DATE- Aug 88
NOTE- 51p.
GRANT- OERI-G008690011
AVAILABLE FROM- The Rand Corporation, 1700 Main St., PO Box 2138, Santa Monica, CA 90406-2138.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Communication (Thought Transfer); *Educational Policy; Elementary Secondary Education; *Evaluation Criteria; Futures (of Society); Grade 6; Language; *Literacy; Problem Solving; School Districts; Teacher Role
IDENTIFIERS- Indicators
Predicated on the belief that current methods for assessing literacy give policymakers too narrow a view of performance and should be augmented by the informed professional judgment of classroom teachers, this report appraises how well schools in the United States are meeting the goal of a literate populace. The report seeks to improve understanding of what students need to know to employ language as a tool for problem-solving and communication, and how states and local school districts might measure whether or not their students are reaching such a level of critical literacy. First the report sketches a vision of literacy for future generations that is tied not to the printed page, but rather to a formal style of language that depends on structures, procedures, and strategies for effective use of language in thinking and communicating. Next, an approach is presented for achieving this level of critical literacy. Finally, the report (1) recommends that the professional judgments of classroom teachers be used to enhance more traditional, and often incomplete or misleading, assessments of student literacy; and (2) considers barriers to and benefits of the proposal to incorporate teacher judgments in the indicator system. Ten figures and one table of data are included, and 66 references are attached. (MS)

ED 297 389 CS 506 286

Rode, Robert Allen
Gandhi's Nonviolent Rhetorical Perspective: A Unique Strategy for Peace Communication.
PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988). For related document, see CS 506 285.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Communication (Thought Transfer); Foreign Countries; International Relations; Interpersonal Relationship; *Peace; *Philosophy; Political Issues; *Rhetorical Criticism; Social Change; *Violence
IDENTIFIERS- *Gandhi (Mahatma); India; *Nonviolence; Political Communication; Rhetorical Strategies
Analysis of Mohandas Karamchand Gandhi's philosophy and rhetoric during a particular campaign for social change will show that his strategies for social change, commonly referred to as "Satyagraha," are rooted in a unique rhetorical perspective. Gandhi repeatedly warned against the use of violent speech and acts, and he has prescribed and described what he meant by such speech and acts. Gandhi believed that violence was found in forms of speech. Nonviolent speech and acts, according to Gandhi, appear to be applicable to many communication situations and can be viewed as appropriate across situations, which meant that he had to attempt to answer the difficult question of how to translate them into practice. His answers were generally vague but he frequently reiterated that all responses were nonviolent. Gandhi felt nonviolent action was capable of being applied in both interpersonal and international contexts. Gandhi was an individual who offered a uniquely nonviolent rhetorical perspective that may be effectively employed by persons who strive to use peaceful communication strategies. (Fifty-eight notes are included, and 24 references are appended.) (MS)

ED 297 403 CS 506 303

Williams, M. Michael
Studying Photographic Advertising Illustrations and Their Effects.
PUB DATE- Jul 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Advertising; *Classification; Color; *Commercial Art; Cultural Context; Information Sources; Lighting; Media Research; Memory; *Nonprint Media; Photographic Equipment; *Photographs; Television Viewing; Visual Perception; *Visual Stimuli
IDENTIFIERS- *Advertising Effectiveness; Camera Angles; *Image Analysis
A study examined the status of research on effects of pictorial advertising and areas within the field which need additional work. The method of investigation was based on a model of memory, incorporating emotional, semantic, and episodic processing of information--focusing primarily on constructing a preliminary taxonomy of visual stimuli, a visual vocabulary for photographically produced images as used in the American culture in 1987. Three variables in the processed image--color, lighting, and camera angle--serve as examples of components of the taxonomy which are separately investigated. Results showed that the culture in which a person lives is a mediating variable between the observer and the perception. The three taxonomic categories can be applied to intercultural perceptual differences. Future testing will be facilitated by computer-based photographic image editing equipment such as Scitex or Hell, which makes it possible to insert or remove selected parts of photographs, modify colors within a photograph, and integrate multiple images. (One Figure and 44 references are attached.) (RAE)

ED 297 418 EA 019 986

Gottfredson, Gary D.; Mybl, Lois G.
An Analytical Description of the School Principal's Job. Report No. 13
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87

NOTE- 135p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Programs/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Administrator Responsibility; *Administrator Role; *Board Administrator Relationship; Comparative Analysis; Elementary Secondary Education; Parochial Schools; *Principals; Private Schools; Public Schools; *School Supervision

This report presents a description of the jobs of principals in a national sample of schools, summarizing the main results of a job analysis accomplished by using a structured task analysis inventory. It summarizes what principals in schools of different kinds report to be the most important aspects of their jobs. Results imply that principals are primarily supervisors of other personnel and that staff direction and observation and feedback of information about staff performance are the paramount job functions. Principals in schools of all types also have important roles in assessing school needs and planning for school improvement. Other results imply that the jobs of principals in public schools involve more interaction with higher levels of authority than do the jobs of principals in private schools. In contrast to public school principals, principals in private and Catholic schools may have more scope to make personnel and other administrative decisions and hence view these aspects of their jobs as more important than their public school counterparts. Differences among the jobs of principals in elementary, middle/junior, and high schools are described, as are differences in schools of different sizes. Differences associated with location (urban, suburban, rural) were usually not large or particularly meaningful. Implications of the job analysis for training and performance measurement are discussed. (Author/TE)

ED 297 448 EA 020 183

Osborne, Millie O., Jr.; Higgins, Thomas
Comparing Actual and Desired Tasks in the School Principalship.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Progress/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Efficiency; Higher Education; *Principals; *School Administration; Secondary Education; Socialization
IDENTIFIERS- *Administrator Effectiveness; *Oklahoma
The school principalship has undergone change in the past decade. Principals are expected to make daily decisions in the best interests of students within their school systems. Secondary school principals are socialized to choose between idealized (or desired) tasks and conventional (or actual) tasks associated with their job. A literature review discloses that discipline, feedback, efficiency versus effectiveness, and individual personality needs versus institutional role requirements are very real problems for today's administrator. This paper describes a survey of high school principals randomly chosen from 615 Oklahoma school districts; 350 questionnaires were mailed out, with a 58 percent response (N=200). Correctional analysis and analysis of variance were used to prove that no conflict exists between what Oklahoma secondary principals actually do and what they think should be done. Also, neither school size nor recent attendance at a higher education institution has any bearing on secondary administrators' actual and desired task priority. There is no difference between current and desired task priorities when compared to similar 1977 studies. While more research is needed, the present study should help higher education institutions understand secondary principals' tasks and principals understand the effects of their everday decisions. Included are 30 references. (MLH)

ED 297 478 EA 020 334

Public Elementary and Secondary Enrollments: Outlook to the Year 2000. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-3628
PUB DATE- Mar 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; *Enrollment Projections; *Enrollment Trends; Government Publications; National Surveys; *Public Schools; *School Demography; *School Statistics; School Surveys; Tables (Data)

This first in a series of bulletins on trends and projections presents past and projected enrollment trends in public elementary and secondary schools from 1965 to 2000. Enrollments in regular elementary and secondary schools from the Center for Education Statistics' Common Core of Data Survey were used to develop the projections. For the remainder of the 1980s and into the 1990s, total enrollment will increase in public elementary and secondary schools. The rising number of annual births since 1977 is expected to continue the growth in elementary enrollment in the late 1980s and spur growth in secondary enrollment in the 1990s. Technical notes, two figures, and two tables are included. (MLF)

ED 297 116 CE 050 609

National Commission for Employment Policy Eleventh Annual Report. Including Findings and Recommendations on Goals for the Workplace and Implications for Policy. Report No. 20.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Feb 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Annual Reports; Career Education; Computers; *Dislocated Workers; *Employment Problems; *Employment Programs; Federal Programs; Futures (of Society); *Public Policy; *Technological Advancement; *Unemployment; Youth Employment; Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982

This annual report covers the period July 1985 through June 1986, Program Year 1985. Part I presents findings and recommendations from Commission work on the impact of new technologies on jobs, the problems of displaced workers, and workers' increasing need for basic skills. Part II describes the major activities of the Commission in three major areas. First, discussion of its "Changes in the Workplace" work plan focuses on the Commission's completed investigation of the effects of computers on employment and publication of a policy statement and staff report. These other activities in this area are also discussed: completion of research reports on the impact of computers on jobs and on the experiences of displaced workers and the adoption of a project on the employment effects of the internationalization of the economy. Second, activity centered around the Commission's congressionally mandated review of the Job Training Partnership Act is highlighted. Next, a series of hearings and site visits are described, which provided information about local areas' employment problems and successful strategies for dealing with them. Part III summarizes the Commission's formal meetings. Appendixes include summaries of sponsored research, the Commission's comments on the reports of the National Council on Vocational Education, and a listing of references for the findings and recommendations in the report. (YLB)

ED 297 158 CE 050 675

Hotchkiss, Lawrence; And Others
High School Preparation for Employment.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 163p.
GRANT- NIE-G-83-0005
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Education; *Basic Skills; Curriculum; *Education Work Relationship; High Schools; *High School Students; Interaction; Noncollege Bound Students; *Outcomes of Education; Part Time Employment; Predictor Variables; *Student Employment; Vocational Education

This report contains four studies related to preparation of youth for employment after leaving school. The first study, "Learning as a Product of Exposure and Readiness" (Hotchkiss), examined the effects of curriculum on the learning of basic skills using an interaction model. The data collected revealed statistically significant interactions among indicators of learning readiness and indicators of exposure, but the patterns of interaction did not conform to those predicted by the theoretical model. The second study, "Supply and Demand Effects on Part-Time Work of High School Students" (Hotchkiss), investigated the potential effects of a number of work variables on four work outcomes during high school: hours worked per week, wage, labor force participation, and unemployment. It was found that wage is not the primary determinant of labor supply; rather, a set of attitudes used to reflect nonmonetary rewards of work influence hours and labor force participation. The third study, "Impact of Curriculum on the Noncollege-bound Youths' Labor Market Outcomes" (Kang, Bishop), focused on the effects of high school curriculum and performance on the post-high school employment experience of noncollege-bound youth. Taking additional vocational courses was strongly associated with success in the labor market immediately after high school, and the total amount of academic and vocational course work was moderately associated with greater labor market success. The fourth study, "Time Profile of Youths' Labor Market Outcomes: An Analysis of High School and Beyond Data" (Kang), extended the third study by adding high school employment variables as predictors of post-high school employment. Work experience in high school, vocational education, and instruction in basic skills all improved students' post-high school earnings. A five-page reference list concludes the document. (MN)

ED 297 172 CE 050 693

Entrepreneurial Graduates of Minnesota's Technical Institutes.
Minnesota State Council on Vocational Technical Education, St. Paul.
PUB DATE- May 87
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; *Entrepreneurship; Graduate Surveys; Postsecondary Education; *Small Businesses; State Surveys; *Technical Institutes; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Minnesota

Responding to surveys by the State Council on Vocational Technical Education, Minnesota's technical institutes identified 1,169 of their students who graduated during the 10-year period prior to 1984 and who subsequently established or purchased business enterprises. The collection and analysis of these data represented key steps by the Council, in cooperation with the State Board of Vocational Technical Education and technical institutes, to establish a database on entrepreneurial graduates of postsecondary vocational technical education in Minnesota. Data compiled thus far revealed significant findings regarding the relationship of vocational technical education to entrepreneurial initiatives. The 730 entrepreneurial graduates who hired one or more employees averaged 5.3 employees. No employees were hired by 407 graduates. Sixty-three percent established rather than purchased their businesses. Approximately two-thirds of the enterprises established or purchased were within 50 miles of the entrepreneur's technical institute. They engaged in a broad range of enterprises. Ninety-eight percent were in businesses related to their vocational programs. Five of the 12 vocational program groups in the technical institutes accounted for 82 percent of all the graduates, with the industrial trades accounting for 56 percent. (YLB)

ED 297 217 CG 020 991

Griffin, Betsy Q.; Babbitt, Brian C.
Gender Trait Stereotypes: A Comparison of 1978 and 1986.
PUB DATE- Mar 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, *Papers Presented at...* (150)
DESCRIPTORS- *Androgyny; College Students; Comparative Analysis; Higher Education; *Personality Traits; *Sex Role; *Sex Stereotypes; *Student Attitudes; Trend Analysis
IDENTIFIERS- Bem Sex Role Inventory
This study examined stability and change in gender role stereotypes by comparing responses to items on the Bem Sex Role Inventory (BSRI) for the typical woman and man in 1978 and in 1986. Subjects were college students enrolled in an introductory psychology course in 1978 (N=85) and in 1986 (N=219). Subjects rated the typical man or typical woman by completing a 40-item questionnaire which alternated the 20 feminine and 20 masculine role descriptors from the BSRI. Stability of gender stereotypes was found for many traits. However, between 1978 and 1986 there were increases in the ratings for women on masculine traits and in the number of masculine traits ascribed equally to women and men. These results reflect a more androgynous view of females in 1986 than in 1978, with this view held somewhat more strongly by women than by men. There was no corresponding increase in the ascription of feminine traits to men, indicating fewer changes in perceptions of men than of women. This may suggest increasing role flexibility for women, but not for men. (Author/NB)

ED 297 232 CG 021 013

Dunlop, Rosemary; Burns, Ailsa
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
Australian Inst. of Family Studies, Melbourne.
REPORT NO.- ISBN-0-642-11922-8
PUB DATE- 88
NOTE- 171p.; Photographs will not reproduce well.
AVAILABLE FROM- Australian Institute of Family Studies, 300 Queen Street, Melbourne, Australia 3000.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; Comparative Analysis; Conflict; *Divorce; Foreign Countries; *Parent Child Relationship; *Social Support Groups
IDENTIFIERS- *Australia

This document presents findings from the first stage of an Australian study examining how adolescents are affected when their parents divorce. The participants in the study were adolescents in 41 intact and 37 divorced families. Part 1 of the document contains eight chapters on the results of a series of quantitative analyses. Chapter 1 reviews the literature and outlines the study rationale; chapter 2 describes sample characteristics; and chapter 3 outlines the methodology. Chapter 4 compares the adjustment scores of adolescents from divorcing and intact families, reporting no differences between groups. Chapter 5 examines happiness, conflict, and parent-child relationships in both groups. Chapter 6 examines divorcing families only. Chapter 7 reports no measurable differences between the developmental levels of the adolescents from divorced families and those from intact families. Chapter 8 describes an independent measure of adolescent adjustment and maturity based on parents' appraisal of their children. In part 2 of the report, qualitative evidence is presented to illustrate and interpret statistical findings. Chapters 9 and 10 present case histories and chapter 11 draws together themes from the interview material, relating them to statistical results. In part 3, chapter 12 summarizes the results and suggests ways in which the findings may be used by parents and policymakers. Thirty-eight tables/figures and 93 references are provided. The appendixes include tabular research results and the adolescents' and parents' interview forms. (NB)

ED 297 260 CS 008 599

Goodman, Kenneth S.
Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 8.
Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
NOTE- 62p.
CONTRACT- NIE-C-00-3-0087
AVAILABLE FROM- Program in Language and Literacy, College of Education, Room 504, University of Arizona, Tucson, AZ 85721 ($3.00 including postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Determiners (Languages); Elementary Education; Language Research; *Miscue Analysis; *Reader Text Relationship; *Reading Processes; Reading Research; Structural Analysis (Linguistics)
IDENTIFIERS- *Referents (Linguistics); *Text Structure; Textual Analysis

Using a large, preexisting miscue analysis database, a study explored the influence of specific text characteristics on reader/text interaction. Subjects--24 second, 32 fourth, and 32 sixth graders--read three texts. Four specific questions were addressed: What relevant miscue patterns do the readers of each text and of the combined three texts demonstrate? How do these patterns relate to syntactic, semantic, and pragmatic views of determiners' referential functions? What do these patterns show about how readers process the relational aspects of noun phrases? Are these patterns consistent with a transactional, psycholinguistically based theory of reading? The distribution and miscue patterns of the major determiners of English and the deictics "this," "that," "these," and "those" were examined, as were the following miscues regarding the occurrence of "the" and "a/an": (1) articles for articles, (2) article/quantifier, (3) article/possessive, (4) article/deictic, (5) article/pronoun, (6) article/conjunction, (7) article/preposition, (8) omissions and a insertions, and (9) other. Overall, results indicated that the general functions of the determiners and their specific functions in particular text sequences strongly constrained miscues. In addition, miscue patterns revealed the readers' effective control of the syntactic, semantic, and pragmatic rules for the use of determiners and how determiners relate to noun phrases. (Information about the miscue database is appended.) (JD)

ED 297 318 CS 210 827

Clifford, Geraldine Joncich
A Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CSW-TR-7
PUB DATE- Sep 87
NOTE- 51p.
AVAILABLE FROM- Center for the Study of Writing, School of Education, University of California, Berkeley, CA 92720 ($3.50, plus sales tax for California residents; make check payable to Regents of U.C.).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Curriculum Research; *Educational History; *Educational Practices; Educational Research; *Educational Theories; Educational Trends; Elementary Secondary Education; English Instruction; Higher Education; Holistic Approach; Integrated Curriculum; Language Arts; Literacy; Progressive Education; *Reading Instruction; *Reading Writing Relationship; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *English Teachers; International Reading Association; National Council of Teachers of English

Based on the thesis that cycles of concern for an integrated, holistic approach to English language instruction have periodically emerged in reaction to historical forces that are essentially fragmenting in their effects, this thematic report explores events in 20th-century American educational theory, research, and practice that deal with English language education. Two fundamental and enduring facts about English education in the schools which the report examines are the subordination of writing to reading and the other language skills and the separation of language skills from one another--particularly the isolation of reading from writing. Using perspectives drawn from American educational and social history, the report identifies five forces--the democratization of schooling, the professionalization of educators, technological change, the pragmatic character of American culture, and liberationist ideologies--and probes their analytically separable but interacting influences on English language education. Following a summary of the evidence of the assertions that writing has been dominated by reading in schools and that writing and reading have been separated for most of their histories, the report provides illustrations of the prevailing opinion that integration in language education is the proper approach, giving rise to cycles of reform aimed at such integration. It then gives an overview of the 19th century emergence of English as an identifiable subject of the school curriculum, and addresses the ways in which the forces cited promoted both separation and integration of the teaching of writing and reading. (One hundred ninety-six footnotes are attached.) (NKA)

ED 297 331 CS 211 391

Huber, Carole
Hugh Blair and the Female Pen.
PUB DATE- Mar 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authors; *Discourse Analysis; *Females; Feminism; Language; Males; *Rhetoric; *Rhetorical Criticism; Socialization; Writing Instruction
IDENTIFIERS- *Blair (Hugh); Composition Theory; Eighteenth Century; Feminist Scholarship; Historical Background; Male Female Relationship; Marginality; *Patriarchal Societies; Writing Strategies
To show how Hugh Blair's treatise on rhetoric helped shape the patriarchal context in which women write and to suggest some considerations for modern teachers of writing, it will be useful to look at the ways 18th-century belletristic rhetoric responded to the disruption occasioned by women's entry into public discourse. Blair's work, the most popular statement of the new rhetoric, synthesized the ideas of his contemporaries and was a favorite textbook of young ladies in female academies. His rhetoric is belletristic rhetoric because it takes criticism as well as oratory as its subject. Women in Blair's time, and subsequent times, have had to deal with the masculinist standards set in place by belletristic critical theory and the patriarchal culture to which it spoke. Blair's theory of language is no less oppressive than his imperialistic attitudes toward discourse. However, Blair or his contemporaries cannot be faulted for their presumptions about discourse or language when the epistemology of their age is considered. Modern teachers of writing have the opportunity to acknowledge the multiplicity of discourse and to valorize private forms of discourse, neglected since Blair's time. This would help heal a long-established false dichotomy and liberate both the oppressor and the oppressed from the prison of authoritarian patriarchal discourse. (Twelve notes are included, and 25 references are appended.) (MS)

ED 297 345 CS 211 405

Ideas Plus: A Collection of Practical Teaching Ideas. Book Six.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-2252-3
PUB DATE- 88
NOTE- 66p.; For Books One, Two, Three, Four, and Five, see ED 239 301, ED 251 860, ED 263 561, ED 272 889, and ED 284 292, respectively.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Writing; Educational Games; Elementary Secondary Education; *English Instruction; Language Arts; *Language Usage; *Learning Activities; *Literature Appreciation; Postsecondary Education; Speech Skills; Student Motivation; Teaching Methods; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration with such activities as designing and carrying out independent research, using reading logs as motivators, passing along good news to parents, preparing oral book reports on "how to" books, and using comic strips and cartoons to teach many elements of language and literature. Activities in the second section are designed to stimulate an appreciation and understanding of literature. Specific activities in this section can be used to help students understand the distinction between plot and theme, focus their responses to a reading, link their own experiences to those of a protagonist, write poems in the voice of a particular character, understand and write character sketches, learn about Greek myths and monsters, and plan and carry out classroom protests. Activities in the third section, intended to help students improve the conception and clarity of their prose through prewriting and writing, include student self-evaluation and goal-setting, describing favorite assignments in a letter to parents, writing about world events that have touched their lives, and keeping track of multiple plot lines as they write their own interactive books. (SR)

ED 297 361 CS 211 433

Ingram, Beverly; King, Carol
From Writing to Composing: An Introductory Composition Course for Students of English.
REPORT NO.- ISBN-0-521-33981-2
PUB DATE- 88
NOTE- 178p.
AVAILABLE FROM- Cambridge University Press, 32 East 57th St., New York, NY 10022 ($7.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *English (Second Language); Higher Education; *Introductory Courses; Secondary Education; *Second Language Instruction; *Writing (Composition); *Writing Exercises
IDENTIFIERS- Speaking Writing Relationship; *Writing Assignments; Writing Contexts

This composition textbook/workbook for beginning and low-intermediate English as a Second Language/English as a Foreign Language (ESL/EFL) students contains topics that are developed to help move students from structured "writing" activities to free "composing" activities. The activities are intended to help students become more fluent and confident writers of general-purpose English. The units in the book, which deal with a variety of topics and situations, consist of: (1) "Getting Started"; (2) "Getting Acquainted"; (3) "Getting into a Routine"; (4) "Describing Places"; (5) "Describing People"; and (6) "Describing People's Lives." There are also teachers' notes for each unit and appendixes for creating a class newspaper and for learning editing symbols. (MS)

ED 297 375 CS 506 001

Schmidt, Wallace V.; And Others
Teaching the College Course: Intercultural Communication.
PUB DATE- Nov 84
NOTE- 115p.; Workshop presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; Cross Cultural Training; *Cultural Awareness; Cultural Context; Cultural Interrelationships; Experiential Learning; Higher Education; *Instructional Materials; *Intercultural Communication; *Intercultural Programs; Interpersonal Relationship; Speech Communication; Teaching Guides
IDENTIFIERS- Communication Behavior; Cultural Sensitivity
By examining curricular development, assessing teaching strategies, presenting experiential/simulated learning techniques, reviewing pertinent literature/media resources, and treating selected problems/barriers, this course guide seeks to address the issue of changing pedagogical techniques and learning strategies associated with intercultural communication. The course syllabus provides a statement of purpose, as well as listing course objectives, a course outline, and information regarding course activities and grade determination. Divided into four units, the course begins with a unit on intercultural communication and the nature of culture, focusing on the aspects of culture shock, cultural belief systems, and acculturation. The second unit, Intercultural Communication and the Nature of Interpersonal Relationships, considers the topics of communicator credibility, opinion leadership, and homophily. The third unit discusses the language of culture, sociolinguistics, and nonverbal messages, while the fourth unit--Intercultural Communication and Social Change--studies the role of mass media, and the information diffusion. Suggested classroom activities for the course include a cross culture simulation, and case studies of intercultural communication problems. (Selected bibliographies of pertinent journals, articles, books, and audio-video resources are appended.) (MM)

ED 297 433 EA 020 146

Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II.
National Inst. for Educational Research, Tokyo (Japan).
REPORT NO.- NIER-RW/86/6/500/400
PUB DATE- Jun 86
NOTE- 297p.; For first volume, see EA 020 145.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum; *Curriculum Design; Developing Nations; *Educational Assessment; *Educational Policy; Educational Research; Elementary Education; *Foreign Countries; Parent School Relationship; *Primary Education; Questionnaires; Teacher Education; Teacher Evaluation; Teacher Qualifications; Teaching Conditions; Values Education; Vocational Education
IDENTIFIERS- *Asia Pacific Region; Korea; New Zealand; Pakistan; Papua New Guinea; Philippines; Sri Lanka; Thailand; Vietnam; Western Samoa

This is the second volume of national reports on elementary or primary school curriculum in Asia and the Pacific, resulting from a project sponsored by the National Institute for Educational Research (NIER) in Tokyo, Japan. It includes national reports for the following countries: New Zealand, Pakistan, Papua New Guinea, the Philippines, the Republic of Korea, Sri Lanka, Thailand, Viet Nam, and Western Samoa. Each national report summarizes the following information derived from a series of five questionnaires developed by NIER: (1) background information about the country, its educational system, the qualification and training of teachers, current educational research projects, and problems and issues; (2) integrated curriculum, including content, inputs, process, product, future prospects, and a summary; (3) moral/religious/values education, including the context, instructional process, evaluation and feedback, and problems and issues; (4) work-oriented education, including the context, instructional process, evaluation and feedback, and problems and issues; and (5) curriculum load, including a definition, concerns of teachers and parents, general assessment, problems, nature and amount of homework, and a summary statement and comment. (TE)

ED 297 463 EA 020 226

Vandenberghe, Roland
Development of a Questionnaire for Assessing Principal Change Facilitator Style.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; Change Agents; Educational Change; *Educational Improvement; *Educational Innovation; Primary Education; *Principals; *Questionnaires
IDENTIFIERS- *Belgium
This questionnaire puts the principal's role in school improvement projects into a conceptual framework and measures six areas: organizational efficiency, social-informal "concern for people," concern for the educational activities in the classroom, nonintervention techniques, ability to plan and share visions, and ability to trust in others to act in a professional manner. The analysis is based on 499 questionnaires coming from 30 primary schools. In summary, the results of the questionnaire provide a picture of a cluster of qualities that are correlated with success in permanent improvement of a school. References are included, and graphs of the results of the six subscales and a detailed description of the dimensions of the questionnaire are appended. (LMS)

ED 297 289 CS 009 241

Ketchum, Clay A., Ed.
Proceedings of the College Reading Association, Volume 7, Fall 1966.
College Reading Association.
PUB DATE- 66
NOTE- 116p.; For other documents in this series, see CS 009 235-245. Some pages contain small print, which may not reproduce well due to blurred type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academically Gifted; Elementary Secondary Education; Higher Education; Linguistics; *Reading Achievement; *Reading Consultants; *Reading Instruction; Reading Materials; *Reading Programs; Reading Research; Reading Teachers; *Reading Tests; Special Education; Speed Reading; Study Skills; Teacher Education; Writing Skills
IDENTIFIERS- *College Reading Association

The proceedings of the ninth annual meeting of the College Reading Association consisted of the following papers: (1) "President's Address" (R. C. Aukerman); (2) "Planning and Implementing a College Reading Program" (M. Schleich); (3) "Reinforcement Counseling with Small Groups in Modifying Study of College Students" (T. A. Ryan); (4) "An Experimental Investigation of the Effectiveness of a Brief Study Skills Program for Freshman College Chemistry Students" (E. K. Foxe); (5) "Preparation for Specialists in Teaching College Reading" (J. B. Wolfe); (6) "The College Role in Anti-Poverty Reading Programs" (J. F. Zubko); (7) "Structuring a Reading and Writing Skills Program" (M. D. McNeil); (8) "Measuring and Evaluating Effectiveness of College Reading Programs" (D. Fishco); (9) "What the Reading Tests Do Not Test" (C. Sailer); (10) "Reading Materials: Rationale and Review" (R. Karlin); (11) "Implications of Psycholinguistics for College Reading" (H. J. Vetter); (12) "Needs of Future Teachers of Reading" (N. B. Smith); (13) an abstract of "Preparing English Teachers to Teach Reading" (R. F. Kinder); (14) an abstract of "An Evaluation of the Morphologico-Algebraic Approach to Teaching Reading to Adult Functional Illiterates" (L. R. Hinds); (15) "Factors in the Home Background and Reader Self Concept Which Relate to Reading Achievement" (C. A. Ketchum); (16) an abstract of "Preparation for Teaching Reading in Special Education Classes" (B. B. Weiner); (17) "Preparing Elementary Teachers in Linguistics" (R. Weber); (18) "A Reading Program for Gifted College-Bound Students" (E. G. Griffin); (19) "Recent Research on Reading and the Comprehension of Time-Compressed Speech" (D. B. Orr); (20) "Management of Visual Problems among Poor Readers at College Level" (B. J. Lubin and R. Sinoway); (21) "Evaluating Professional Competency: The Anagnologist" (A. J. Mazarkiewicz); (22) "New Insights in Teacher Education Related to Elementary School Learning" (J. Veatch); and (23) "The Place of Speed Reading in High School and College Reading Programs" (I. Baker). (MS)

ED 297 087 CE 050 451

Standards for Adult and Juvenile Correctional Education Programs.
Correctional Education Association.
PUB DATE- Mar 88

NOTE- 21p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Correctional Education; High School Equivalency Programs; Postsecondary Education; Program Implementation; *Program Improvement; *Standards; Vocational Education
IDENTIFIERS- *Correctional Education Association

This booklet contains standards developed with input from correctional educators and field tested in correctional education programs. The standards cover four major areas: (1) administration (philosophy and goals, written policy and procedure, organizational chart, budget, accreditation, annual meeting, student records, and program evaluation); (2) staff (chief correctional education administrator, local education leadership, personnel policies, preservice training, student/teacher ratio, comparable pay, and business and industry involvement); (3) students (student orientation, classification, educational incentives, screening/assessment, women's equity, individual program plans, evaluation, and licensing and credentialling); and (4) programs (comprehensive education programs, curriculum, equipment and facilities, instructional resource materials, vocational trade advisory committees, special education, education for segregated populations, and postsecondary programs). A program evaluation form and a form for suggested changes in standards are included in the guide. (KC)

ED 297 145 CE 050 652

Selvadurai, Ranjani
A Needs Assessment of the Medical Laboratory Technology Students at New York City Technical College.
PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; *Educational Needs; Higher Education; *Individual Needs; *Majors (Students); *Medical Technologists; Needs Assessment; *Student Needs
IDENTIFIERS- *New York City Technical College; Nominal Group Technique
A study examined the needs of medical laboratory technology students at New York City Technical College. The nominal group technique (which involves silent generation of ideas in writing, round-robin feedback, and individual voting on priority ideas) was used to assess the academic and personal needs of 20 students. The following seven significant areas of academic needs were identified: an increased number of clinical course sections, improved registration procedures, improved coursework and teaching techniques and greater coordination between lectures and labs, better and more modern equipment in labs, elimination of a basic math course from the program, inclusion of more laboratory hours in clinical courses, and establishment of a permanent clinical practice lab. The personal needs identified had average mean scores of less than 40 and were thus considered insignificant. Based on the needs identified in this study, a 25-item questionnaire was developed to determine the adequacy of selected services to medical laboratory students by the Department of Biological Sciences-Medical Technology. (MN)

ED 297 188 CE 050 718

Kirchner, Charles, Ed.
Managing a Small Business Incubator.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Sep 86
NOTE- 57p.; For related documents, see CE 050 719-720.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adults; *Business Administration; Cooperative Programs; *Entrepreneurship; *Facilities; Financial Support; *Program Administration; Program Development; *Small Businesses
IDENTIFIERS- *Illinois; *Small Business Incubators

An increasingly popular economic development tool to improve the success rate of new firms is the small business incubator. These are buildings in which a number of new or growing businesses can locate and operate at a much lower overhead cost than in conventional space where market rates prevail. Incubator facilities are characterized by access to shared, centralized services such as clerical and administrative help, receiving and shipping facilities, conference rooms, computers and word processors, and business assistance resources. Incubator facilities are generally targeted toward small firms that may lack the management, technical, and financial ability to survive on their own. Developed by the Illinois Department of Commerce and Community Affairs, this guide provides guidelines on the management aspects of a small business incubator. It includes advice on matters such as incubator staffing, marketing the facility, tenant selection, support services, business assistance, financial aids for tenants, operating budget guidelines, and other areas that will generally be of concern to a new incubator manager or management organization. (KC)

ED 297 247 CG 021 029

Kasper, Judith A.; And Others
A Summary of Expenditures and Sources of Payment for Personal Health Services from the National Medical Care Expenditure Survey: Data Preview 24. National Health Care Expenditure Study.
National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
REPORT NO.- DHHS-PHS-87-3411; ISBN-1-55808-000-7
PUB DATE- May 87

NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Demography; *Expenditures; *Health Care Costs; *Health Insurance; *Health Services; *National Surveys; Socioeconomic Status; Trend Analysis; Use Studies

The National Center for Health Services Research and Health Care Technology Assessment conducted a study to examine how Americans use health care services and to determine national patterns of health expenditures and insurance coverage. Data were obtained from the National Medical Care Expenditure Survey interviews conducted with 14,000 randomly selected households at 6 times over an 18-month period during 1977 and 1978. Data were analyzed to determine annual expenses for personal health services and mean health care expense per person by selected demographic and socioeconomic characteristics. The data showed that inpatient hospital and physician care consumed almost 60% of expenditures during 1977. Persons with expense spent $594 on the average for health services, with the family and private insurance together assuming almost two-thirds of the cost. On an individual basis, females of all ages incurred a higher percentage of out-of-pocket expense than did males. Mean expense per person with personal health care expenditures was also higher than the $594 national average for blacks, for those with family incomes below $12,000, and for persons living in the Northeast and the West. Between 1970 and 1977, increases in health care expenditures after adjustment for health care price inflation were particularly noticeable for the population age 55 and older and for the inpatient component of services. (Author/NB)

ED 297 275 CS 009 227

Knupp, Richard
Improving Oral Reading Skills of Educationally Handicapped Elementary School-Aged Students through Repeated Readings.
PUB DATE- 88
NOTE- 80p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Learning Disabilities; *Oral Reading; Reading Difficulties; *Reading Programs; Reading Research; *Remedial Reading; Word Recognition
IDENTIFIERS- Reading Fluency; *Repeated Readings
A study examined the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. The oral reading skills of eight students from an urban northeastern United States community identified as educationally handicapped were measured over a 12-week period using the Analytical Reading Inventory as pre- and posttests. After placement at the appropriate reading level, subjects (N=8) were assigned 100-word segments to read aloud individually to the instructor. The oral reading rate, number of errors, and comprehension were recorded by the instructor. Subjects began a new story when they could read 85 words per minute. Results indicated that poor readers learned to develop reading speed and fluency with repeated practice. The subjects improved their reading speed and comprehension and decreased the number of word errors. (Thirty references, eight tables of data and several evaluation instruments are appended.) (RS)

ED 297 419 EA 020 041

Daresh, John C.
The Role of Mentors in Preparing Future Principals.
PUB DATE- Apr 88
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *College School Cooperation; *Collegiality; Elementary Secondary Education; Higher Education; *Individual Development; *Mentors; Nontraditional Education
IDENTIFIERS- *Danforth Foundation; *Ohio State University
In 1986 the Danforth Foundation Program for the Preparation of School Principals was launched at Georgia State University, the University of Alabama, and Ohio State University. All participants have attempted to address the foundation's primary objectives: (1) to work with faculty to develop alternative preparation programs in collaboration with practicing school administrators; (2) to develop future principals' knowledge, attitudes, and skills through nontraditional methods; and (3) to enable aspiring principals to gain practical skills prior to employment. Additionally, each participating university operates on certain assumptions: (1) aspiring administrators are accountable for their own learning; (2) collegial behavior and support for personal learning accountability are crucial to administrative success; (3) individual planning and goal setting are essential; (4) alternative instructional activities are necessary to meet individual needs; and (5) ongoing relationships with practicing administrators as mentors must be pursued. This paper focuses on the final assumption, mentoring. Following a brief literature review, the paper addresses specific potential values and responsibilities involved with mentoring in administrator preparation. Finally, some Danforth Foundation implementation approaches at Ohio State University during 1987-88 are discussed. Shortcomings are analyzed and recommendations provided. Included are two figures and 37 references. (MLH)

ED 297 449 EA 020 185

Shannon, Glenda S.
The Business Administrator and the Negotiated Order.
PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Budgeting; *Conflict Resolution; Cooperation; Coordination; Elementary Secondary Education; *Occupational Information; Occupational Surveys; *Organizational Theories; Public Schools; *Resource Allocation; *School Business Officials; School Districts
IDENTIFIERS- *Negotiated Order Model; Washington
To explore the role, responsibilities, and organizational relationships of a business administrator within the school district, six districts in the state of Washington were selected for examination. Semi-structured interviews were conducted along with observation of relevant documents to (1) describe the role and responsibilities of the business administrator; (2) examine the organizational structure of the district; and (3) explore the nature of the relationship of the noninstructional and instructional services. In this preliminary analysis, the report examines the relationships and interactions between the noninstructional and instructional units in the area of resource allocations and the related decision-making processes. Preliminary analysis suggests that a negotiated order exists that provides the process for resolution of the conflicts that arise from overlapping and ambiguous responsibilities and perspectives. The concept of the spheres of influence suggests a perspective for viewing the existing structure and encourages the development of a strategy for obtaining a negotiated order that reduces potential conflict and enhances the stability of the organization. (MLF)

ED 297 464 EA 020 230

Douglas, J. Rex; Johnson, M. Claredine
Needs Assessment for Administrator Training--As If You Were Serious!
PUB DATE- 87
NOTE- 20p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Characteristics; Administrator Evaluation; *Administrator Qualifications; Administrator Role; Educational Environment; Elementary Secondary Education; *Evaluation Methods; Job Performance; *Leadership Qualities; *Management Development; *Needs Assessment; Personnel Evaluation; *Research Methodology; School Surveys; Test Validity; Work Environment
IDENTIFIERS- *Educational Administration Skills Inventory

The purpose of this paper was to examine an approach to assessing educational needs for school board members, superintendents, and principals and to do that in a way that counteracts the remarkable amount of trivia that has been written on this particular topic. The EASI instrument--Educational Administration Skills Inventory--was used to produce importance/performance data on 14 administrative activities and 16 behavioral skill dimensions. The paper describes, in broad terms, a statewide study to establish importance/performance gaps representing training needs for board members, superintendents, and principals. The model made it possible to recognize areas of greatest need, as well as the particular skills that tend to be associated with that administrative activity. Finally, suggestions were provided for translating the combination of activities and skills into developmental programs for each group, based on the precise data produced. (Author)

ED 297 479 EA 020 335

Public School Graduates, 1981-1985. OERI Historical Report.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-369H
PUB DATE- Jul 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Educational Trends; Enrollment; Government Publications; Grade 9; Grade 12; *High School Graduates; High Schools; *Public Schools; *School Demography; *School Statistics; School Surveys; Tables (Data)

Graduation rates and numbers of graduates for spring 1981 through 1985 are presented in seven figures and five tables along with related enrollment information. Data were provided by the Center for Education Statistics' Common Core of Data Surveys derived from administrative records in each state. The graduation rates reflect the number of public school graduates as a percentage of the corresponding ninth-grade enrollment and are adjusted for interstate migration and unclassified students. The national graduation rate for the 5 years included in the tabulations has remained quite stable, varying from a low of 69.5 percent in 1981 to a high of 70.8 percent in 1984. (MLF)

ED 297 102 CE 050 585

Legge, Derek
The Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.
PUB DATE- Jul 86
NOTE- 17p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Educators; College Programs; *Educational History; *Educational Needs; Foreign Countries; Higher Education; *Program Improvement; *Teacher Education
IDENTIFIERS- *Great Britain
The main argument for the inclusion of the history of adult education in the study of adult education and in the training of adult educators is that it can provide inspiration for some adult educators and insight and understanding for most. Although study of the history of adult education does not provide a detailed guide or formulas for success, it has great educational value in the development of wisdom, attitudes, and perspective. Therefore, a strong case for its inclusion in the training of adult educators can be made. However, it is not at present a major provision in Britain. The main obstacles to teaching the history of adult education are a lack of general historical knowledge among trainees, a shortage of teachers competent in the subject, and a lack of adequate time available for history in training courses at any level. (Some examples of problems and methods in teaching adult educational history are provided.) (KC)

ED 297 117 CE 050 610

Bailis, Lawrence Neil
The More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- NCEP-RR-87-25
PUB DATE- Mar 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Comparative Analysis; *Coordination; *Employment Programs; Employment Services; Federal Legislation; *Federal Programs; *Job Training; Literature Reviews; Program Implementation; Youth Programs
IDENTIFIERS- *Comprehensive Employment and Training Act; *Job Training Partnership Act 1982
A study documented and assessed changes in patterns of service delivery that followed the implementation of the Job Training Partnership Act of 1982 (JTPA). It focused specifically on the kinds of training activities and services that have been implemented and the degree to which they have been coordinated with related programs. Two complementary approaches were used: review of the JTPA implementation research literature and conduct of "panel studies." Data were collected from 45 prime sponsors during the last full year of the Comprehensive Employment and Training Act (CETA) and 45 JTPA service delivery areas (SDAs). Comparisons of activities funded under CETA and JTPA revealed that the typical prime sponsor/SDA spent fewer funds per client under JTPA, the typical SDA spent larger proportions of its funding on class-sized vocational skills training and on-the-job training under JTPA than under CETA, and there have not been appreciable changes in the kinds of training offered. The most striking study results in the area of coordination involved the absence of change in coordination that has followed the transition from CETA to JTPA. A number of important issues were raised: causes and results of reductions in participant costs, a decline in service to youth, absence of progress in implementing customized training courses, and lack of increases in coordination. (YLB)

ED 297 132 CE 050 629

Hotchkiss, Lawrence
Noneconomic Effects of Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 103p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; *Basic Skills; Drug Use; Educational Attitudes; High School Graduates; *Occupational Aspiration; *Outcomes of Education; Parent Attitudes; Secondary Education; Student Educational Objectives; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Survey New Youth Cohort

A project examined the nonecomomic effects of secondary vocational education on six types of outcomes measured while respondents were in high school (basic skills, career expectations, significant others' career expectations for the student, attitudes such as self-esteem and locus of control, grades, and homework), and five types of post-high school outcomes (postsecondary education, marriage and family, voting behavior, criminal behavior, and substance use). Two major national data sets were used to study these outcomes: the High School and Beyond (HSB) survey and the National Longitudinal Survey New Youth Cohort (NLS). Three measures of curriculum were used: vocational profiles based on student transcripts; self-reporting of academic, vocational, and general curriculum; and a curriculum index of coursework, self-report track, remedial courses taken, and honors courses taken. A large number of control variables were included in the analyses. Results of the study indicate small negative effects of vocational curriculum on basic skills, educational expectation, occupational expectation, perceived ability to complete college, grades, and hours per week spent on homework. Findings regarding postsecondary schooling are mixed. Vocational curriculum in high school does not appear to have strong effects on the other outcomes studied. Limited evidence showed that vocational education is associated with reduced use of marijuana and other drugs, as is academic curriculum. (KC)

ED 297 173 CE 050 694

Equity for Targeted Populations in Vocational Technical Education.
Minnesota State Council on Vocational Technical Education, St. Paul.
PUB DATE- Jun 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Disabilities; Disadvantaged; Dislocated Workers; Displaced Homemakers; *Equal Education; Postsecondary Education; Prisoners; Secondary Education; Sex Discrimination; *Sex Fairness; *Vocational Education
IDENTIFIERS- Minnesota

This report explores the extent to which equity in vocational programs is afforded targeted populations in Minnesota--the handicapped and disadvantaged, adults in need of training and retraining, single parents, displaced homemakers, incarcerated criminal offenders, and participants in sex equity programs. Following an introduction, section II considers three aspects of equity: barriers to enrolling, barriers to learning, and outcomes. Section III contains profiles of 11 secondary and postsecondary students who represent the targeted populations. These profiles are either a summary of one individual or a composite of the experiences of more than one student, with a focus on equity issues. Section IV focuses on services that are specifically designated to serve targeted populations or that directly promote equity in vocational education. The services are available within the state system but vary from institution to institution. Section V makes eight recommendations regarding marketing and recruitment, career counseling, job placement services, commitment to serve targeted populations, quality of life and learning, and coordination with other agencies. (YLB)

ED 297 203 CG 020 976

Murdock, Nancy L.; And Others
Relationships between Counselor Attribution and Intervention Choice.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Client Characteristics (Human Services); College Students; *Counseling Techniques; *Counselor Attitudes; *Counselor Client Relationship; Higher Education; *Intervention

Clients' causal explanations for their psychological difficulties have received significant notice in the research literature. In contrast, few studies have focused on the attributions formulated by counselors regarding their clients' difficulties. Attributional approaches to counseling suggest that both client and counselor attributions can affect the course of counseling. This study investigated the relationships between counselor attributions for client presentations and counselor intervention choice. Intake counselors (N=15) were asked to formulate attributions for client presenting problems, and then to choose an ideal treatment intervention. Clients evaluated for the study were students (N=113) who presented for counseling at a large university counseling center. Results suggest that the attributional dimensions of controllability, stability, and globality were related to intervention choice. These findings raise the question about the possible relationships between counselor and counselor attributions for client problems. A second issue concerns the counselor expectations that might be generated by the treatment assignment made for a client. (Author/ABL)

ED 297 218 CG 020 992

Buckwalter, Kathleen C.; And Others

Mental Health of the Rural Elderly Outreach Program: A Unique Health Care Delivery System.

PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; Health Services; High Risk Persons; *Mental Disorders; *Mental Health Programs; *Older Adults; *Outreach Programs; *Referral; *Rural Population

This article describes a unique health care delivery system, the Mental Health of the Rural Elderly Outreach Program. The project in designed to identify and provide mental health services to an underserved population, the rural elderly, who are suffering from severe and disabling mental illness. Delivery of mental health services to the rural elderly is described as a statewide priority in Iowa, with the need for such services enhanced by the current farm crisis. The project described relies on the cooperation and support of both public and private entities and integrates a variety of health, mental health, and human service agencies in the planning and delivery of services to elderly persons with mental illness, as well as appropriate referrals for those in need of medical and social services. Five referral sources are identified and described: (1) psychosocial screening at local sites, such as congregate meals; (2) referrals through the county case management team and its associated agencies; (3) training of nontraditional referrals sources, known as Gatekeepers, such as rural mail carriers, to locate and refer high-risk elderly; (4) mental health outreach specialists who serve as liaisons between the elderly outreach program and elderly service agencies; and (5) contact with discharge planning departments of mental health and health care institutions. Assessment, treatment, referral process, and preliminary outcomes are discussed. (Author/NB)

ED 297 233 CG 021 014

Guidelines for Handling Crisis Situations in the Schools.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Student Services.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Crisis Intervention; Elementary Secondary Education; *Policy Formation; *Prevention; Program Design; Program Implementation; *School Districts; *School Policy; School Role

This manual was developed to provide school systems with information useful in identifying and responding to crises in their schools and communities. It provides a framework for school systems to use in establishing procedures and guidelines to react appropriately to crisis situations. It consists of general information to guide school systems in developing specific programs, policies, and procedures to handle crisis situations. The manual consists of four sections. The first section provides a brief introduction and overview of various crises that could have an impact on an entire school and community. The second section presents suggested guidelines and procedures to follow when a school system responds to a crisis situation. It includes a sample format for a crisis plan and sample forms for a school's central office plan, school crisis plan, communication with the central office, and an illness crisis. The third section consists of programs and services that can be developed and implemented with a focus on prevention. The final section suggests resources which may help school systems develop preventive programs and manage crisis situations. This document is intended as a resource guide and is not meant to provide specific skills for intervening during crisis situations. A bibliography of 46 items is included. (NB)

ED 297 303 CS 009 257

Kress, Roy
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. Eric Digest Number 6, 1988.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 3p.
CONTRACT- RI888062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Testing; Educational Trends; Elementary Secondary Education; *Informal Reading Inventories; *Reading Diagnosis; Reading Research; *Remedial Reading; Theory Practice Relationship
IDENTIFIERS- ERIC Digests
Two trends have emerged in recent years in the diagnosis of remedial readers, which--when applied with caution--may be of reasonable value to the clinician and the teacher. One of these trends has been the promotion of informal assessments, and an accompanying plethora of commercial informal reading inventories (IRIs). These instruments are designed to replace any that might be made by the teachers and clinicians who use them, and thus they should be examined carefully and customized to minimize their significant limitations. IRIs are often used to place readers in materials of appropriate difficulty. Some reports in the ERIC database suggest it is harmful to place children in unnecessarily low reading groups; others show that many experienced teachers identify materials that will insure success for the remedial reader. Another trend is the use of computerized diagnosis of a reader. While such information would be useful as a part of data collection, it should not be a major factor in placement and instructional decisions, which require precise individual assessments. (SR)

ED 297 346 CS 211 406

Maxley, Joseph M.; Olson, Gary A.
The Role of the Modern English Department Chair.
PUB DATE- Mar 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Deans; Administrator Attitudes; *Administrator Characteristics; Administrator Effectiveness; *Administrator Role; College Administration; *Department Heads; *English Departments; Higher Education; Questionnaires; Teacher Administrator Relationship
To determine how deans as a group perceive the role of the English department chair, a study surveyed the deans of Arts and Sciences of 350 randomly selected universities with enrollments over 10,000 students (with a 51% response rate). The questionnaire solicited data about the tasks and qualities of chairmanship, referring both to specific activities of the chair, such as managing the department budget, and general leadership activities, such as delegating responsibility. Results indicated that deans felt strongest about five key aspects of chairmanship: (1) managing departmental budgets; (2) possessing strong communication skills; (3) encouraging faculty development; (4) communicating regularly with the dean; and (5) rewarding/applauding faculty achievement. In the category of managerial activities, a majority of deans emphasized the importance of the chairman's ability to make independent decisions, and maintain an open information policy. Program development was not a highly rated responsibility. Qualities listed frequently which were not on the questionnaire included honesty, interpersonal skills, problem-solving abilities, and a sense of humor. (A sample questionnaire is included.) (MM)

ED 297 362 CS 211 435

Pitts, Mary Ellen
Discovery of the Self through the Writing Process: Autobiography as a Heuristic of Identity.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; *Autobiographies; Higher Education; Literary Criticism; *Personal Narratives; *Self Disclosure (Individuals); *Writing Processes
IDENTIFIERS- *Author Text Relationship; Identity Formation; Literary Theory; Personal Writing; *Textual Analysis; Writing Models
Although the recent thrust toward writing as interaction with a text has led to de-emphasis of personal-experience writing per se, autobiography, if approached in the context of textuality (in Roland Barthes's sense), can provide a model for writing as a means of discovering one's identity--of interacting with life as text and with the written text to discover and to create an identity. Loren Eiseley's "The Star Thrower" and "All the Strange Hours" provide models of this discovery and creation of a self. In Eiseley's autobiographical texts, the narrator is aware of his own fragmented identity and tries on identities, examining each and finally creating an identity from the textual fragments. This process is not beyond the student of composition. It does require recognition of the textuality of personal writing, interaction with the text, discovery of falterings and suppressions of thought in a personal text. Approached in this light, autobiography becomes a model for discovery and creation of a self through the writing process. (Eighteen references are attached.) (RAE)

ED 297 390 CS 506 287

Honeycutt, James M.; And Others
Intrapersonal Communication and Imagined Interactions.
PUB DATE- Nov 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). This document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Communication Research; Higher Education; *Interpersonal Relationship; *Loneliness; *Significant Others
IDENTIFIERS- *Intrapersonal Communication; Symbolic Interaction; UCLA Loneliness Scale
"Imagined interactions," which refer to a cognitive process whereby individuals imagine themselves having conversations with significant others, captures a dimension of intrapersonal communication barely understood by communication researchers. To examine this multifunctional concept, a study considered the role of "imagined interactions" in message selection and interpretation and in interpersonal relationships. Seventy subjects, students at a large southern university, ranging in age from 17 to 62 with 22 being the mean age, responded to a survey and the UCLA Loneliness Scale. Results indicated that: (1) imagined interactions tend to occur with romantic partners, members of the opposite-sex, and family members; (2) imagined interactions have relational significance; (3) respondents would report that the self talks more than the other in imagined interactions; (4) lonely respondents experienced less communication satisfaction and more negative emotions from their imagined interactions than nonlonely individuals; (5) many of imagined interaction topics are concerned with issues in opposite-sex relationships; and (6) imagined interactions occurred regularly with intimate partners. (Fifteen tables of data are included, and 39 references are appended.) (MS)

ED 297 404 CS 506 304

Shedletsky, Leonard
Intrapersonal Communication Activities: Representing Experience.
PUB DATE- Nov 88
NOTE- 32p.; Paper prepared for the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Communication Skills; Higher Education; *Learning Strategies; Student Journals; *Teacher Developed Materials; Verbal Learning; Visual Learning
IDENTIFIERS- *Intrapersonal Communication
Designed to help students observe and learn about how they individually represent experience and assign meaning, the exercises in this paper are intended for use in courses on intrapersonal communication or in course units on cognitive aspects of communication. The journal exercise is described in terms of its goals, approaches to it, and includes some sample entries from student journals. Coding analysis (focusing on how a stimulus is represented in memory and the attributes that play a role in retention and retrieval) is the subject of exercises dealing with verbal, semantic, and visual coding. The verbal coding exercise contains goals, approach, materials, and an analysis. The paper presents an introduction, instructions, and a discussion with the visual coding exercise. Depth of processing (the idea that the more deeply we process stimuli, the more likely we are to remember those stimuli) is the subject of an exercise focusing on structural versus semantic analysis, with an introduction, goals, approach, as well as all materials necessary for the exercise. A 10-item bibliography concludes the paper. (SR)

ED 297 434 EA 020 148

Washington, Valerie M.
Collaborative Quest for Quality.
PUB DATE- Nov 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Collegiality; *Cooperative Planning; *Cooperative Programs; Elementary Education; Higher Education; Integrated Curriculum; Research Skills
IDENTIFIERS- *New York

A collaborative effort between an elementary school (P.S.86) and Lehman College, both located in New York City, is described in this paper. The project was designed with the objective of avoiding the usual "top-down" process and instead concentrating on cooperative and collaborative planning. The participants included one college faculty member, a research assistant, three volunteer fifth-grade teachers, and their classes. The focus of the program was integration of writing, reading, and study skills emphasizing the development of research skills. The physical environment and a lack of financial resources presented obstacles to implementation. Also, teachers had to be willing to try an interdisciplinary approach to the curriculum. The students' lack of experience at independent research became a difficulty that had to be overcome. Individual self-instructional learning modules were developed. A core group of children was trained to be peer teachers. The outcomes reported include positive growth in collegiality among the teachers, development of a sense of community by the children, and an expansion of the concept of collaboration by the Lehman participants. References are appended. (LMS)

ED 297 159 CE 050 676

Pershing, James A., Ed.
Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
Indiana Univ., Bloomington. School of Education.
SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- 88
NOTE- 110p.
GRANT- ICVTE-305-87-4700
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Room 110, Indiana University, Bloomington, IN 47405 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Adult Basic Education; *Basic Skills; Computer Literacy; Educational Resources; *Education Work Relationship; *Integrated Curriculum; Literacy Education; Mathematics Instruction; Science Education; Secondary Education; *Skill Development; *Vocational Education

This collection of six papers discusses various aspects of teaching basic skills in connection with vocational education. The six papers are the following: "Basic Academic Skills in the Workplace and the Classroom: The Work-Education Bridge" (James A. Pershing, Scott W. Gillie); "Basic Literacy and Communication Skills for Vocational Training" (Larry Mikulecky, Rad A. Drew); "Basic Mathematical Skills for Vocational Education" (Scott W. Gillie, Peter Kloosterman); "Basic Science Skills in Vocational Education" (Debra Moore, Harold Harty); "Computer Literacy and Basic Skills in Vocational Education" (James A. Pershing, Patricia J. Rutan); and "Indiana Commission on Vocational and Technical Education Projects and Initiatives: The Impact and Potential of Basic Academic Skills" (Scott W. Gillie). Each paper contains reference lists. (KC)

ED 297 261 CS 008 662

Madden, Nancy A.; And Others
Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 53p.
GRANT- G-83-00012; OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Learning; Elementary Education; Integrated Activities; Learning Activities; Learning Disabilities; *Mainstreaming; *Program Evaluation; *Reading Instruction; Reading Research; Reading Skills; Reading Writing Relationship; Remedial Reading; Special Programs; *Teaching Methods; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *Cooperative Integrated Reading Composition Program
The Cooperative Integrated Reading and Composition Program (CIRC), which combines individualized instruction with cooperative learning, was evaluated in two studies. In the first study, 461 third and fourth graders were pulled out of their reading classes for part or all of the reading period over a 12-week period and CIRC was implemented. In the second study, conducted over 24 weeks, 450 third and fourth graders were pulled out of their scheduled resource and remedial classes and CIRC was implemented at times other than normal language arts periods. Results of both investigations supported the effectiveness of CIRC on: (1) students' reading and writing achievement; (2) vocabulary; (3) the major components of reading proficiency--decoding, comprehension, and vocabulary; (4) language expression measures, both on standardized tests and writing samples; and (5) informal reading inventories for partner reading and partner word practice activities. However, results differed with respect to mainstreamed learning disabled students. The effects on reading and spelling scores were not statistically significant in the first study, but the second study indicated substantial effects on reading vocabulary and comprehension. Moreover, the second study revealed substantial positive results of CIRC on reading comprehension, language mechanics, language expression, and oral reading, whereas the first study found no effects. (JD)

ED 297 319 CS 210 830

Chafe, Wallace
Punctuation and the Prosody of Written Language. Technical Report No. 11.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CSW-TR-11
PUB DATE- Oct 87
NOTE- 36p.
AVAILABLE FROM- Center for the Study of Writing, School of Education, University of California, Berkeley, CA 92720 ($3.00, plus sales tax for California residents; make check payable to Regents of U.C.).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Authors; Cognitive Processes; *Intonation; Language Processing; *Oral English; Oral Reading; Psycholinguistics; *Punctuation; *Reader Text Relationship; Reading Processes; Reading Research; Reading Strategies; *Suprasegmentals; Writing Processes; Writing Research; *Written Language
IDENTIFIERS- Author Reader Relationship; Reading Behavior; *Reading Speaking Relationship
Both writers and readers experience auditory imagery of intonations, accents, and hesitations in written language, and some aspects of this "written language prosody" are made partially overt through punctuation. Two studies explored the relationship between written language prosody and punctuation. The first study asked people to read aloud and the second study asked them to repunctuate (insert punctuation marks in passages from which punctuation had been removed) written passages. Subjects for both studies were a group of college students and a group of adult education students. Analysis of the reading aloud task revealed that subjects who read aloud nearly always produced intonation units whose length lay within the normal range for ordinary spoken language. Further, the degree to which their segmentations matched the punctuation of a piece of writing provided an index of the degree to which that writing prosodically resembles speech. Findings of the repunctuation task indicated that those subjects came closer than oral readers to matching the punctuation of the original authors. This suggests that because writers and silent readers are able to process large chunks of information at a time and written language provides syntactic as well as punctuational clues to prosodic boundaries, original authors and repunctuators produce longer intonation units than do oral readers. Differences between open and closed punctuation styles and grammatical sites where people tend to insert or delete punctuation contrary to arbitrary "rules" may also be analyzed in light of these findings. (SKC)

ED 297 332 CS 211 392

Chase, Nancy D.; And Others
Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.
Georgia State Univ., Atlanta.
PUB DATE- May 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *English Curriculum; Higher Education; High Risk Students; Personality Measures; *Psychological Characteristics; *Reader Response; Reading Research; Writing Evaluation; *Writing Improvement; Writing Research
IDENTIFIERS- *Basic Writers; *Response to Literature; Text Factors; Writing Achievement
A study examined basic writers' written responses to literature and looked for the effects of practice and personality on the development of these students' responses. Subjects, 24 students enrolled in a 4-week summer enrichment program for high risk students at a large Southeastern university. Students were asked to read and respond in writing about their "thoughts and reactions" to Langston Hughes' short story "I'ain't So." The students were also administered the Myers-Briggs Type Indicator (MBTI). Throughout the four-week duration of the program, the students were asked to read a series of short stories, to discuss them, to write responses to them and to share these written responses with fellow students. At the end of the program, students were asked to respond in writing to Gwendolyn Brook's "A Self-Solace." Responses to the stories were classified according to Purves' Response Preference Measure (developed in 1968) and analyzed for degree of focus. The Wilcoxin Matched Pairs Sign Test was used to analyze pre- and post-changes in written responses. Results showed trends found in pre- and post-written responses to text in this study supported the assumption that a response-oriented curriculum can effect change in students' reading and writing, suggesting that personality preference theory may offer an essential foundation for developing a curriculum that allows for the validation of individual differences within the context of shared language communities. (Twelve references are attached.) (RAE)

ED 297 376 CS 506 173

Grow, Gerald
"Don't Hate Me Because I'm Beautiful": A Commercial in Context.
PUB DATE- Jul 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Discourse Analysis; Emotional Response; *Mass Media Effects; *Moral Values; Mythology; Propaganda; Salesmanship; *Television Viewing
IDENTIFIERS- Advertisements; Advertising Effectiveness; Consumer Products; Media Analysis; *Media Imagery
Beauty, commercials, and hatred can be linked in an analysis of the dominant structures of advertising. Television commercials such as the one quoted in the title use a common rhetorical method: present an ideal state; imply that the viewer has not attained this state; offer a magical object which will connect the viewer with the desired state; and tell the viewer how to evoke that magic. This same structure is often used in sermons, and in both cases, emphasis is placed on the importance of the mediator and the powerlessness of the listener. By using beautiful, idealized images that have no connection with the product being sold, commercials lead viewers to aspire to high ideals but provide them with means that will surely fail in the quest to attain those ideals. This may result in alienating people from the very values being exploited in the commercials, laying the groundwork for despair, hatred, resentment and apathy. (One table of data and three figures are included, and 37 references are attached.) (MHC)

ED 297 480 EA 020 350

Paulu, Nancy
Experiences in School Improvement. The Story of 16 American Districts.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-88-843
PUB DATE- Aug 88
NOTE- 92p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 065-000-00343-1; $4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Change Strategies; *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *Excellence in Education; Government School Relationship; Politics of Education; *State School District Relationship; Superintendents
IDENTIFIERS- Arkansas; Colorado; Missouri; New Hampshire; New Jersey; *Project Education Reform; South Carolina; Tennessee; Utah
This booklet describes the results of "Project Education Reform," a partnership involving the U.S. Department of Education, 8 state governors, and 16 school districts--2 in each participating state--representing a cross-section of the nation. It was generally agreed that a good basis for needed educational changes were the 13 recommendations contained in "Time for Results," the 1986 report of the National Governor's Association. Each of the 16 school districts was asked to select at least 3 of the 13 areas in which they would create innovative programs and carry out reforms. Methods considered for improving schools included: designing plans for student evaluation, developing ways to evaluate principals, and involving parents more actively in their children's education. The first part of this report is an overview of the project that discusses the background, lists the 13 recommendations, summarizes the reforms in each district, and then discusses the superintendent's role in reform: building trust, developing plans for reform, communicating the plans, and carrying them out. Also discussed are barriers to reform, such as lack of time and competing priorities, money constraints, state and federal laws and regulations, too great reliance on tests, problems with teachers' unions, problems with size in large districts, negative community attitudes, negative staff attitudes, inadequate facilities, and lack of leadership continuity. The overview concludes with a discussion of the federal/state/district partnership and the results of the project in general. Site reports from each of the 16 school districts follows. The districts are: Arkansas (Little Rock and Springdale), Colorado (Mapleton and Montrose), Missouri (Columbia and Independence), New Hampshire (Timberland and White Mountains Regional School Districts), New Jersey (Parsamus and Union), South Carolina (Orangeburg and Spartanburg), Tennessee (Memphis and Oak Ridge), and Utah (Provo and Salt Lake City). The report concludes with 15 recommendations from the participating superintendents. (TE)

ED 297 088 CE 050 468

Peyton, Doris F.
Victims of AIDS: Family, Society, Cost and Outlook.
PUB DATE- 88
NOTE- 21p.; Paper presented before the Marshall University Graduate Class in Vocational Education (Huntington, WV, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; Community Attitudes; Community Education; *Disease Control; Disease Incidence; Epidemiology; *Futures (of Society); *Preventive Medicine; *Public Health; *Social Attitudes; Social Discrimination
Acquired Immune Deficiency Syndrome (AIDS) has become an increasing problem throughout the nation. Experts predict that there will have been 270,000 cases, including 179,000 deaths, by 1991. The disease has devastating psychosocial as well as physical effects. Neither preventive medicine nor a cure is anywhere in sight. Everyone needs to be educated about AIDS to be able to separate fact from myth and rumor. Massive education campaigns in gay communities correlate with significant drops in the rate of homosexual infection. Conversely, intravenous drug users have not been educated and are still considered the prime carriers of AIDS into the hetereosexual world. Laws are needed to prevent discrimination against people with AIDS. As the costs of treating AIDS increase, much of the money will have to come from the government. Less money will then be available for education and social services. While AIDS alters the life of the patient, the caregiver's life also changes. Much is being done to develop vaccines, develop prophylactic and therapeutic drugs, modify the environment, and modify behavior for the prevention of AIDS. AIDS continues to have an enormous impact on educational practices, health care, business, and social institutions. (YLB)

ED 297 146 CE 050 654

Selman, Gordon R.
The Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
British Columbia Univ., Vancouver. Centre for Continuing Education.
PUB DATE- May 88
NOTE- 55p.
AVAILABLE FROM- Publications, Centre for Continuing Education, University of British Columbia, Vancouver, British Columbia, Canada V6T 2A4 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; *Continuing Education; *Educational Change; Educational History; Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; *Program Development
IDENTIFIERS- *British Columbia
The history of adult education in British Columbia may be divided into three periods: from the early years of European settlement to 1914, from 1914 to 1954, and from 1954 to the present. Before 1914, the development of adult education was sporadic and carried out by many different agencies. Missionaries, clergy of various denominations, and church organizations provided an important amount of adult education in the province's early years. One of the major elements in the provision of adult education during the second period was the programs offered by local school boards. Important steps were taken in the field of vocational training (including apprenticeship) and extension education. The first provincial organization of adult educators was formed in 1954, by which time adult education had become a broadly based enterprise. School board programs grew explosively until the early 1970s, with the community school movement becoming a significant dimension of adult educational programming. An examination of changing practices and policies indicates that adult education in British Columbia has been transformed from a social movement to a profession, and the recent developments in the field would seem to indicate that adult education will continue to expand within the province. (MN)

ED 297 189 CE 050 719

Kirchner, Charles, Ed.
Starting a Small Business Incubator. A Handbook for Sponsors and Developers.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- 85
NOTE- 43p.; For related documents, see CE 050 718-720.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Business Administration; Case Studies; Cooperative Programs; *Entrepreneurship; *Facilities; *Financial Support; Program Administration; Program Development; *Small Businesses
IDENTIFIERS- *Illinois; *Small Business Incubators
An increasingly popular economic development tool to improve the success rate of new firms is the small business incubator. These are buildings in which a number of new or growing businesses can locate and operate at a much lower overhead cost than in conventional space where market rates prevail. Incubator facilities are characterized by access to shared, centralized services such as clerical and administrative help, receiving and shipping facilities, conference rooms, computers and word processors, and business assistance resources. Incubator facilities are generally targeted toward small firms that may lack the management, technical, and financial ability to survive on their own. This handbook discusses the small business incubator concept, outlines some general characteristics of incubator facilities, and provides information on technical and financial assistance for incubator development. In addition, the handbook contains a series of brief case studies on small business incubators that have been established throughout the country and in Illinois. (KC)

ED 297 248 CG 021 030

Hearing on H.R. 457, the Youth Suicide Prevention Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 13 May 87
NOTE- 72p.; Serial No. 100-44. Some pages contain small, light print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Federal Legislation; Hearings; *Prevention; *Suicide; *Youth Problems
IDENTIFIERS- *Adolescent Suicide; Congress 100th

This document presents witnesses' testimonies and prepared statements from the Congressional hearing conducted on H.R. 457, the Youth Suicide Prevention Act, legislation which would authorize funds to be reserved from the Secretary's discretionary fund in the Chapter 2 Program for youth suicide prevention programs administered in the Department of Education. Opening statements are included by Representatives Augustus Hawkins and Marge Roukema. Witnesses providing testimony include: (1) Representatives Gary Ackerman and Tom Lantos, two Congressmen who introduced the legislation; (2) Tom Kavanaugh, director of special services, Franklin School, Bergenfield, New Jersey, who was the psychologist responsible for coordinating the postvention efforts after the multiple suicides of four adolescents in Bergenfield in March, 1987; (3) Warren Hagberg, California Parent Teacher Association, Burlingame, California; (4) Joanne Brokaw-Livesay, member, board of directors, Youth Suicide National Center, Washington, D.C.; and (5) Beverly Kay Celotta, president, Celotta, Jacobs, and Keys Association, representing the American Association for Counseling and Development, Washington, D.C. Prepared statements, letters, and supplemental materials submitted for the record are included. (NB)

ED 297 276 CS 009 228

Study Skills: A Ready Reference for Teachers.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
REPORT NO.- RS-88-3604
PUB DATE- Apr 88
NOTE- 315p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Educational Media; Elementary Secondary Education; Listening Skills; Notetaking; Outlining (Discourse); Reading Skills; Research Skills; *Skill Development; Study Habits; *Study Skills; Test Wiseness; Vocabulary Skills

This reference manual provides practical strategies for teaching a wide range of study skills at the elementary and secondary grade levels. Following a brief introduction, the manual presents an overview of study skills and strategies for various content areas and grade levels. The next section discusses guidelines for developing a study skills program, and includes a sample skills continuum chart, student self-assessment checklist, and teacher observation classroom checklist. Descriptions of strategies and sample applications are provided for the following areas: (1) study habits; (2) listening skills; (3) reading skills; (4) vocabulary skills; (5) media utilization skills; (6) note-taking/outlining skills; (6) research skills; and (7) test-taking skills. Content area, grade level, and needed materials are indicated for all sample applications. Lists of related media resources and Hawaii Department of Education publications are also provided. (MM)

ED 297 290 CS 009 242

Ketchum, Clay A., Ed.
Proceedings of the College Reading Association, Volume 8, Fall 1967.
College Reading Association.
PUB DATE- 67
NOTE- 171p.; For other documents in this series, see CS 009 235-245.
Small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Literacy; Childrens Literature; Creative Writing; Dyslexia; Grade 10; Higher Education; High Schools; Inservice Teacher Education; Linguistics; Phonics; *Reading Improvement; *Reading Instruction; *Reading Programs; *Reading Rate; Reading Research; Reading Teachers; Remedial Reading; Two Year Colleges; Vocabulary Skills
IDENTIFIERS- *College Reading Association

The proceedings of the tenth annual meeting of the College Reading Association consisted of the following papers: (1) "President's Address" (L. S. Braam); (2) "Some Second Thoughts on Teaching Speed and Flexibility to College Freshman" (D. J. Yarington); (3) "Improvement of Teachers' Reading Proficiency" (A. J. Stuart); (4) "Induction and Orientation of Beginning and New Teachers" (R. A. Sizemore); (5) an abstract of "Individualized Supervision" (C. O'Connell); (6) "Clinical Procedures" (B. A. Lloyd); (7) "Time, Space and Dyslexia" (S. Krippner); (8) "Pre-Service Education in Reading" (E. C. Kennedy); (9) "Standards and Ethics for the Reading Practitioner" (C. R. Colvin); (10) "Reading Rate: Claims and Controversies" (A. Berger); (11) "Let's Understand the Phonics Issue" (D. L. Edwards); (12) "Research Looks at the Tenth Grade Reader" (C. A. Ketchum); (13) "The Fearful Task--Trying to Teach Reading in the Two-Year College" (E. S. Johnson); (14) "Adult Literacy: Appropriate Measures for Use in Appraisal" (R. A. Ironside); (15) "Some Measurable Aspects of Creativity in Writing" (D. T. Fishco); (16) "Why Every College Needs a Developmental Reading Program" (W. C. Davies); (17) "The Special Reading Services" (S. M. Cohn); (18) "Basic Considerations for Helping Children in Special Reading Improvement Programs" (J. Levin); (19) "A New Look at Vocabulary Research" (W. T. Petty); (20) "Research and Beginning Reading: Some Reflections and Suggestions" (C. Morrison); (21) "Fostering Creativity in Reading and Language Arts among Our Gifted" (J. Slaymaker); (22) "Needed: Teachers to Revitalize Reading" (H. H. Sandberg); (23) "Improving the Professional Training of Reading Personnel" (R. Newton); (24) an abstract of "Linguistics and the Teaching of Reading: Revisited" (C. A. Lefevre); (25) "In-Service Training in Reading" (A. W. Heilman); (26) "Give Them All a Head Start with Children's Books!" (D. J. Bissett); and (27) "The Media of Our Age" (M. J. Weiss). (MS)

ED 297 420 EA 020 054

Private Sector Initiatives in Educational Reform. Proceedings of a Conference Sponsored by the National Advisory Council on Educational Research and Improvement (2nd, Washington, D.C., April 2, 1987).
National Advisory Council on Educational Research and Improvement (OERI/ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 2 Apr 87
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; *Educational Change; *Educational Improvement; Educational Planning; Elementary Secondary Education; Intervention; Minority Groups; Parochial Schools; Phonics; Professional Autonomy; *Public Schools; Reading Improvement; *School Business Relationship; Social Studies; Urban Education
IDENTIFIERS- Private Practice; *Private Sector

The National Advisory Council on Educational Research and Improvement sponsored a conference to take a close look at the practical ways in which education is being reformed, and perhaps transformed, with the assistance of private-sector advice and innovations and with certain business disciplines. Following are the titles and authors of the papers presented at the conference: "Introduction" (Allan Heslop); "Reform in the Schools: Myth and Reality" (A. Graham Down); "The Reading Reform Foundation: A Partner in Reason" (Charles J. Micciche); "Research and Improvement in the Social Studies: Reflections of a Private Sector Practitioner" (Raymond English); "Partnerships and Mentorships in Educational Improvement" (D. Jerry O'Brien); "Teacher Private Practices in a Public School Setting" (Ruth Anne Olson); "The North Branch Experiment with Contracting In" (James R. Walker); "The Higher Achievement Program: How To Help Empower Low Income Youngsters To Become Achievers and Leaders" (Greg Gannon); "Increasing Participation of Inner-City Youth in Academic Experiences" (Joan Davis Ratteray); and "Parochial Aid to Public Education?" (Charles J. O'Malley). (MLF)

ED 297 450 EA 020 192

Ahola-Sidaway, Janice A.
From Gemeinschaft to Gesellschaft: A Case Study of Student Transition from Elementary School to High School.
PUB DATE- Apr 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Foreign Countries; Interpersonal Relationship; Participant Observation; Social Characteristics; Social Development; Social Experience; Social Influences; Social Integration; Socialization; Social Networks; *Sociocultural Patterns; Student Behavior; Student Experience; *Student Role; *Student School Relationship; *Student Subcultures
IDENTIFIERS- Quebec; Symbolic Interaction Theory; Tonnies (Ferdinand)
This paper examines the key differences between elementary school culture and high school culture as experienced by a group of Quebec youngsters making the transition from elementary school to high school. It presents a selective summary of a major research study that focused on the fundamental differences between elementary school student life and high school student life as experienced by a group of students in transition, and how these students adapted to these differences. Two theoretical perspectives provided the basis for the analysis: symbolic interaction theory and Ferdinand Tonnies' distinction between "Gemeinschaft" (Community) and "Gesellschaft" (Association). Participant observation was used to record structural and interactional data related to student life at and around the time when the children at St. Francis Elementary School were reaching the end of the elementary school experience and entering high school. Two sets of questionnaires provided supplementary data. A descriptive account follows, first of the general characteristics of St. Francis Elementary School and of Royalton High, and then of the fundamental differences between elementary school life and high school life as viewed by students in transition. The paper concludes with general reflections on the findings of the study with respect to the issue of school size, the differing socialization environments of elementary and high school, attitudes toward work, student relationships, and staff-student relationships. This is followed by a brief survey of future considerations for researchers and issues for policymakers, educators, and parents. References are included. (TE)

ED 297 465 EA 020 241

Program of Requirements Guidelines.
Council of Educational Facility Planners, International, Columbus, OH.
PUB DATE- Jul 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Construction Needs; Design Requirements; Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; *Facility Guidelines; *Facility Requirements
These guidelines describe both the role and preparation of a Program of Requirements (POR) in the planning and design of capital improvements projects. The purpose of POR is to define very clearly facility needs and objectives to the designer. The POR consists of five parts: (1) the title page; (2) part A, a summary of the project and general information to acquaint the designer and others with anticipated funding, site concerns, general characteristics of the program, general institutional requirements, and a listing of the participants involved in the project; (3) part B, a summary of the desired facilities; (4) part C, a description, in detail, of the use, specifications and contents for each room/area/facility identified in the preceding part B; and (5) appendices. The five parts of a POR are discussed separately, along with sample formats and sample illustrations. (SI)

ED 297 103 CE 050 586

Long, Huey B.
History: Its Place in the Study of Adult Education.
PUB DATE- Jul 86
NOTE- 19p.; Paper presented at the International Conference on the History of Adult Education (Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Educators; *Educational Benefits; *Educational History; Educational Trends
Historical knowledge is valuable to the adult educator, student, practitioner, or researcher in three different ways. There is philosophical justification for knowing history. There is a cognitive dimension to its value. There is a pragmatic reason for knowing history. A philosophical justification is that knowledge of history contributes to one's liberal education, that is, the education of a free citizen. Cognitive dimensions of history include understanding contemporary adult education concerns and learning about the way understanding is developed. History has pragmatic value in helping the historically informed benefit from the broader human experience and understand trends. (YLB)

ED 297 174 CE 050 695

Enhancing the Program Evaluation Process in Minnesota's Technical Institutes: Four Recommendations.
Minnesota State Council on Vocational Technical Education, St. Paul.
PUB DATE- Dec 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Institutional Research; Postsecondary Education; *Program Evaluation; School Districts; *Self Evaluation (Individuals); *Technical Institutes; *Vocational Education
IDENTIFIERS- Minnesota

The Minnesota State Council on Vocational Technical Education offers four recommendations on the instructional program evaluation process. The first is addressed jointly to the State Board of Vocational Technical Education and the school boards administering Minnesota's technical institutes. It urges cooperative efforts to improve procedures and define roles and responsibilities relative to the execution of all phases of the evaluation process. The council speaks to the importance of having fully operational institutional research and planning functions in the technical institutes to address each phase more systematically. The second recommendation is addressed to school board members, who are urged to build upon the steps outlined in the first recommendation. The council suggests that they develop and employ strategies to ensure within each technical institute district a broad base of active participation in the evaluation process and a comprehensive understanding of each phase by all district participants. The third recommendation is addressed to the state board and focuses on concerns regarding on-site evaluators, namely their appointment, assignment, orientation, preparation, and compensation. In its fourth recommendation, the council suggests that the board clearly define the role of the state program specialists relative to the evaluation process and develop strategies to ensure the execution of their role and responsibilities. The appendix includes a report on the program evaluation process in Minnesota's technical institutes. (YLB)

ED 297 204 CG 020 977

Steffenhagen, R. A.
Self-Esteem: A Model.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Models; *Psychology; *Self Concept Measures; *Self Esteem; *Theories
IDENTIFIERS- Adler (Alfred)

Alfred Adler's Individual Psychology theory is actually a theory of self-esteem psychology. For Adler the most important motivating force for behavior is a striving for superiority. A self-esteem theory of deviance was developed with the underlying proposition being that low self-esteem is the basic psychodynamic mechanism underlying deviance. For too many years self-esteem has been plagued by vagueness and fragmentation. Nominal definitions abound while real and operational definitions are still to be sought. The Steffenhagen-Burns model of self-esteem is an attempt to operationalize the concept of self-esteem. Self-esteem is defined on the basis of an operational model consisting of three egos comprised of nine elements and nine constructs. For each ego a self-esteem test of 27 items was constructed; each test dimensionalizes the ego into three constructs and three elements. It is postulated that self-esteem is a complex multi-faceted construct, and that individuals can be high and low in self-esteem simultaneously. (Author/ABL)

ED 297 219 CG 020 993

McDaniel, Michael A.
Employment Interviews: Structure, Validity, and Unanswered Questions.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Society for Industrial/Organizational Psychology, Inc. (3rd, Dallas, TX, April, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Interviews; Evaluation Criteria; *Evaluation Problems; Meta Analysis; *Personnel Selection; *Validity
This paper summarizes the results of a quantitative review of the validity of the employment interview. It begins by discussing factors that make the interpretation of interview validity data difficult. The interpretation of interview validity data is shown to be hampered by the heterogeneity of constructs and measurement methods in the interview. It is noted that summaries of interview validity data are further complicated by the heterogeneity of occupations providing interview data. Despite these problems, the quantitative review draws several conclusions from the cumulated literature and details areas where knowledge is lacking. Conclusions are categorized as things known about the employment interview, things probably known about the employment interview, and things not known about the employment interview. The report ends with speculation on prospects for gaining future knowledge concerning the validity of the employment interview. (Author/NB)

ED 297 304 CS 009 258

Bhola, H. S.
Literacy for Revitalization in the SADCC Countries of Southern Africa.
PUB DATE- Sep 88
NOTE- 19p.; Paper presented at the Modern Language Association Right to Literacy Conference (Columbus, OH, September 16-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Influences; Cultural Interrelationships; *Developing Nations; Foreign Countries; Intercultural Communication; *Literacy Education; Mass Media Role; *Modernization; Political Influences; Socioeconomic Influences
IDENTIFIERS- *Africa (South); Apartheid; *Pan African Movement; *Southern African Development Coordination Conf
The role of literacy in the revitalization of societies is particularly meaningful in the context of the Southern African Development Coordination Conference (SADCC), a group of nine countries (Angola, Botswana, Lesotho, Malawi, Mozambique, Swaziland, Tanzania, Zambia, and Zimbabwe) surrounding or surrounded by the Republic of South Africa (RSA). This region is approaching a "moment of disjunction"--a historical moment when an existing mythologic and the accompanying social order die and a new mythologic and social order emerge. The existing social order of apartheid in the RSA must be reconstituted. Several strategies are required to implement that change--diplomatic, economic, military, and cultural. The objectives of the cultural strategy should be to create both nationalism and Pan-Africanism, objectives which can only be met with universal literacy. At the societal level, universal literacy will increase the possibility of modernization and democratization. Furthermore, once individual societies are revitalized through universal literacy, a genuine Pan-Africanism could emerge--not merely of the bureaucratic elite but of all the people. Multiple literacies should be taught to African adults: literacy in the mother tongue; literacy in the regional lingua franca; and literacy in a metropolitan language. The universalization of literacy will hasten the destruction of apartheid and help to create a society which can live together in harmony. (MM)

ED 297 363 CS 211 436

Haywood, Malcolm
The Rhetoric of Essay Test Prompts.
PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Cues; *Essay Tests; Higher Education; *Prompting; Readability; *Rhetoric; *Test Construction
IDENTIFIERS- Rhetorical Devices

A study examined the reaction of college freshmen to 30 essay test prompts to determine if rhetorical factors in the prompt would affect a student's choice of that prompt. The subjects, 40 college freshmen enrolled in an introductory English course, rated eight rhetorical qualities of the essay prompts: (1) whether the essay would be easy to write; (2) interesting to write; (3) easy to organize; (4) whether one could see what the questioner was looking for; (5) whether one could express personal ideas; (6) whether one could find a lot to say; (7) whether the question would likely be chosen; and (8) whether a good grade might result. Each class of 20 students responded to 15 of the prompts. Results indicated that the choice of one prompt over another was related to whether the student believed a good grade is likely, which was correlated to whether the student believed he or she would find a lot to say on the topic. The choice was also influenced by the interrelated factors of whether the student could see what the questioner was looking for and if he or she could thus easily organize the essay. A prompt written in a more readable form was more likely to be chosen; it seemed also that longer prompts had a better likelihood of selection, and that prompts phrased as questions were preferred over those that gave directions. (Two tables of data and the essay prompts used are appended.) (RS)

ED 297 391 CS 506 289

Rouner, Donna; Cameron, Carl
The Communication Needs of a Local Not-For-Profit in Relation to Local Community Resources.
PUB DATE- Jul 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Communication Problems; Communication Research; Community Resources; *Nonprofit Organizations; Organizational Communication; *Public Relations
IDENTIFIERS- Advertising Effectiveness; Communication Behavior; Communication Directors
To assess the communication practices of not-for-profit (NFP) agencies, a study conducted a local survey of 105 NFP organizations in Cleveland, Ohio, in the spring of 1987, specifically examining their public relations activities and campaigns which manage and diffuse information about NFPs to the larger community. First, a focus group sample of 16 communication directors at the NFPs generated survey questions. Then, a second sample of directors at each organization responded to a 20-minute telephone interview. Respondents answered questions covering general aspects of the agency's public relations operations, the agency's largest promotional effort of 1987, and the evaluation methods used in their campaigns. Findings revealed that the majority of NFPs did not use community resources. Results also revealed a lack of knowledge on communication concepts, campaigns, and campaign evaluation. (Four tables of data are appended.) (MM)

ED 297 405 CS 506 305

Smith, Carl B.
Teacher Decision-Making.
PUB DATE- 27 Jun 88
NOTE- 21p.; Paper presented at the Prince George's County Conference of Reading Teachers (Prince George's County, MD, June 27, 1988) and at the Meeting of the Syracuse Reading Adoption Committee (Syracuse, NY, July 7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Classroom Research; *Decision Making; Elementary Secondary Education; *Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; Teacher Response; Teaching Conditions
IDENTIFIERS- *Decision Analysis; Decision Analysis Technique; Teacher Needs; *Teacher Thinking; Teaching Perspectives; Teaching Research
Since teaching is fundamentally a decision-making process, analyzing teachers' decisions can lead to a better understanding of learning and of management in the classroom. Three major features of teacher decision making are (1) that teaching is an intensely active profession; (2) that most of the work of teaching occurs in a group setting; and (3) that teachers work in isolation from both their administrative superiors and their peers. Assumptions which can be made about teacher decision making are, first, that teachers are rational professionals who carry out decisions in an uncertain, complex environment and, second, that a teacher's behavior is guided by his or her thoughts, judgments, and decisions. Favored methods for collecting data on teachers' mental processes are case study and ethnography, policy capturing, lens modeling, process tracing, and stimulated recall. A study by Barbara Garner Keech demonstrates that the most effective means of collecting valid data on teachers' decision making is a multi-method, multiple case study approach. (Three figures indicating typical daily and weekly responsibilities of teachers are included. Nineteen references are attached.) (MHC)

ED 297 435 EA 020 152

Lee, Nancy; Obermeyer, Gary
Growing into Schools of the Future: A Description of the Requisite Conditions and a Process for the Development of Self-Organizing Schools.
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the National Education Association Conference, "Achieving Effective Schools: Myth or Reality of Education Reform" (St. Louis, MO, February 13-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; *Educational Change; *Educational Environment; Elementary Secondary Education; *School Based Management; *School Effectiveness
A self-organizing school, defined as one engaging in a continuous process in which staff assume authority and responsibility for the resources of the school, is described in this paper. The staff work together to organize learning activity around the needs and interests of each learner. The following requisite conditions are listed to accomplish this transformation: (1) a formal action by the governing body; (2) a school-level project to support change; and (3) a leadership team to provide school-level structure. To implement this transformation, a four-step process is outlined that includes assessment and analysis, problem-finding and goal-setting, planning and implementation, and evaluation and reporting. These steps are explained in detail and the resources available at each school to help in this task are identified. Resources are appended. (LMS)

ED 297 118 CE 050 611

Arizona Labor Market Information (LMI) Directory.
Arizona State Dept. of Economic Security, Phoenix.
PUB DATE- 87
NOTE- 22p.
AVAILABLE FROM- Arizona Department of Economic Security, Labor Market Publications-Site Code 733A, P.O. Box 6123, Phoenix, AZ 85005-6123 (Order No. PAL-158: $.55; 100 copies: $45.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Choice; Career Development; Career Education; Career Planning; Employment Programs; *Employment Projections; Government Publications; *Job Search Methods; *Job Training; *Labor Market; *Occupational Information; Postsecondary Education; Secondary Education; Socioeconomic Influences; State Programs
IDENTIFIERS- *Arizona

This directory lists an array of socioeconomic, employment and training, career decision-making, and job search information available through Arizona's Labor Market Information (LMI) program. Publications are first arranged by subject. Following the subject guide is a complete alphabetical listing of all publications, including their description and geographic coverage. A matrix in the center of the directory shows the depth to which the topic is treated by the publication. Also included is a section on additional sources of information available from the private and public sectors, with addresses and telephone numbers. The last section of this directory lists all publications available and their order numbers. (KC)

ED 297 133 CE 050 630

Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-052-0
PUB DATE- 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Continuing Education; Cooperative Programs; *Course Content; Course Organization; *Curriculum Development; *Educational Needs; Foreign Countries; *Hospitality Occupations; Institutional Cooperation; *Job Training; Postsecondary Education; Recreational Activities; *Tourism
IDENTIFIERS- *England

A Local Collaborative Project was developed by an employers' association (Best of British Holidays), Evesham College of Further Education, the Department of Education and Science PICKUP Unit, and Hereford and Worcester Local Education Authority to train workers for the self-catering (travel and tourism) industry in England. During the project, contacts were established with employers, training needs for manual and clerical workers were determined, educational needs of managers were investigated, curricula were examined and new curriculum guides were developed as needed, certification was established, and preparations were made to implement a structured career program as part of the industry's move toward encouraging greater professionalism and job creation. A pilot course was conducted and reported successful, after which the curriculum was revised as needed. The project demonstrated how collaboration with industry can result in the design of an integrated program of training suitable for both unemployed and employed adults. (Curriculum materials, including course outlines and needs surveys of park operators and employees, are included in the appendixes.) (KC)

ED 297 160 CE 050 677

Drew, Rad A.; And Others
How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
Indiana Univ., Bloomington. School of Education.
SPONS. AGENCY- Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE- 88
NOTE- 78p.
GRANT- ICVTE-305-87-4700
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Room 110, Indiana University, Bloomington, IN 47405 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *Education Work Relationship; *Instructional Materials; *Literacy Education; *Material Development; Mathematics Instruction; Program Development; Reading Instruction; Skill Development; *Vocational Education
IDENTIFIERS- *Job Related Literacy
This practitioner's guide was developed for instructors in schools and business and industry who need to gather materials and design, develop, and implement job-specific basic skills programs. It provides a practical model for establishing cost-effective basic skills and literacy programs. It also provides practical advice about how to use the information to develop instructional materials and basic skills job simulations. The guide covers the following ideas: why take a job-literacy approach?; what is literacy task analysis?; needs analysis; and conducting a literacy task analysis. A bibliography is included. Extensive appendixes provide a step-by-step walk-through for gathering or developing materials for a literacy program for a company or industry. They include site interview guidelines, materials for low-literate adult learners, vocabulary exercises, sample lessons, readability formulas, and resources. (KC)

ED 297 234 CG 021 015

Minority Representation: Efforts of the Alcohol, Drug Abuse, and Mental Health Administration. Report to the Honorable Daniel K. Inouye, U. S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-49
PUB DATE- May 88
NOTE- 32p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Employment Practices; *Equal Opportunities (Jobs); *Federal Government; Females; *Government Employees; *Minority Groups; Personnel Policy; *Personnel Selection

In response to concerns about the affirmative action efforts of the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA), the General Accounting Office examined ADAMHA's personnel management and equal employment opportunity issues. Issues examined included the representation of minorities in the ADAMHA work force, especially at management and policymaking levels; numerical goals and timetables for hiring, promoting, and reassigning minorities; recruitment strategies and activities to increase the representation of minorities; the ADAMHA merit promotion plan; the representation of minorities and women on the ADAMHA grant review committees; and plans and actions concerning the preparation of ADAMHA's fiscal year 1988 affirmative action plan. Data were obtained from ADAMHA and Public Health Service documents, and were discussed with responsible officials in the offices. Also discussed was ADAMHA's fiscal year 1988 affirmative action plan. An official in the Office of Federal Sector Programs in the Equal Employment Opportunity Commission (EEOC) was contacted and pertinent directives issued to federal agencies were reviewed to obtain information on federal affirmative action planning for fiscal year 1988. The study found that ADAMHA was not in total compliance with EEOC affirmative action requirements and with some elements of the ADAMHA merit promotion plan. Recommendations to correct the deficiencies found were made to the Secretary of Health of Human Services. (NB)

ED 297 333 CS 211 393

Puccio, Paul M.
Graduate Instructor Representation in Writing Programs: Building Communities through Peer Support.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Graduate Students; Higher Education; *Instructional Effectiveness; Learning Strategies; Peer Relationship; *Peer Teaching; *Teacher Education; Teacher Education Programs; Teacher Student Relationship; Teacher Workshops; Teaching Assistants; *Training Methods; *Writing Instruction; Writing Research
A survey of 50 college writing programs to ascertain what kind of training is being offered to student teachers revealed the significance of peer support and involvement and raised the following questions: (1) Can peers offer advice and support which is different from that offered by faculty and administrators? (2) Do graduate student teachers bring to their teaching a perspective which is different from that of the faculty and therefore valuable? and (3) How might graduate student teachers view their political position and their role as teachers if there were such a community of support? Although traditional modes of training such as preservice orientations and class visits by faculty are helpful, the addition of peer support in the form of class visits by peers, peer mentors, and peer involvement in writing program decisions could help immeasurably in creating communities where graduate students know that their work is creative, important, and rewarding. Peer involvement in training programs can provide a valuable and meaningful addition to an already successful program. (MHC)

ED 297 347 CS 211 407

Eddy, Gary
A Poet Teaches Composition.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; *Educational Philosophy; Higher Education; *Writing (Composition); *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Freire (Paulo)
It is difficult to teach a writing course that attempts to accomplish what great poetry accomplishes: the transformation of reality through language. The application of the principles of critical literacy, as outlined by Paulo Freire, may provide some assistance. In this course learners are asked to address problems in their environment and correct them through audience-intensive, purposeful writing assignments. Problems encountered in teaching such a course to First World learners include: (1) the difficulty American learners have in imagining oppression and seeing it in their own surroundings; (2) self-development as a component of self-empowerment; and (3) the principles of turning the classroom over to the learners themselves. Writers and teachers must come to view their work as an act of soul, a meeting of the inner and outer psychological worlds. In this way teaching and writing are both political acts and acts of psychic growth. (RAE)

ED 297 377 CS 506 174

Lamb, Chris
Doonesbury and the Limits of Satire.
PUB DATE- Jul 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cartoons; Characterization; *Comics (Publications); Editorials; Freedom of Speech; Humor; Newspapers; *Parody; Political Attitudes; Political Influences; *Satire
IDENTIFIERS- *Doonesbury; Libel; Political Cartoons; Political Criticism; *Trudeau (Garry)
No living American satirist has pushed the limits of satire--perhaps the most extreme form of expression that society has tolerated--further than Garry Trudeau, who draws the comic strip "Doonesbury." Newspaper editors regularly pull the strip, alter it, or accompany it with a disclaimer when they think it is unfair or libelous. And the public figures he satirizes frequently react with public indignation. In order to understand their reactions better, a study examined the content of Trudeau's controversial strips over two decades. Findings showed that though Trudeau frequently makes political commentary, he also satirizes social issues which other comic strip artists would consider too sensitive, i.e. Congressional sex scandals, vigilante killers, drug use, revolutions in foreign countries, and unmarried couples living together. Trudeau's satire constantly tests the limits of taste, fairness, and appropriateness. But that is what satirists are supposed to do: direct their own incredulity, anger, or morality at whatever most outrages them. While "Doonesbury" regularly tests the limits of satire, and frequently goes over the line of taste, its popularity is strong enough for now so that the strip has lost little of its bite. (One hundred and four notes and 13 figures are included.) (MS)

ED 297 104 CE 050 590

Pittman, Von V., Jr.
Pioneering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.
PUB DATE- Jul 86
NOTE- 13p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *College Programs; Continuing Education; *Correspondence Study; *Credit Courses; *Distance Education; *Educational Radio; Postsecondary Education; Programing (Broadcast); Telecommunications
IDENTIFIERS- *University of Iowa
Continuing education professionals have long been interested in telecommunications media because of their potential value in extending instruction to distant students. The first mass medium to offer a timely means of distance instruction was open-broadcast radio. During the 1920s and 1930s, 13 United States colleges offered credit courses over the airwaves. Yet radio did not live up to its seemingly great potential; by 1940, instructional college programs had vanished. The State University of Iowa (currently the University of Iowa) offered perhaps the best university program of that area. Research into the program at Iowa shows that it started with great enthusiasm and eventually enrolled almost 100 students from many distant points in combined radio-correspondence courses. However, as time went on, the technical limitations of radio, the lack of well-defined target populations, and the failure to create an adequate faculty reward system eventually spelled the doom of the system. Thus, as has been the case with other technical advances in education, the potential of radio was oversold, badly marketed, and eventually unrealized. (KC)

ED 297 190 CE 050 720

Rinehart, Eric L., Ed.
Guidelines for Determining the Feasibility of a Small Business Incubator.
Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Nov 85
NOTE- 24p.; For related documents, see CE 050 718-719.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Business Administration; Cooperative Programs; *Entrepreneurship; *Facilities; *Feasibility Studies; Financial Support; Needs Assessment; Program Administration; Program Development; *Small Businesses
IDENTIFIERS- *Illinois; *Small Business Incubators
An increasingly popular economic development tool to improve the success rate of new firms is the small business incubator. These are buildings in which a number of new or growing businesses can locate and operate at a much lower overhead cost than in conventional space where market rates prevail. Incubator facilities are characterized by access to shared, centralized services such as clerical and administrative help, receiving and shipping facilities, conference rooms, computers and word processors, and business assistance resources. Incubator facilities are generally targeted toward small firms that may lack the management, technical, and financial ability to survive on their own. As an aid to potential incubator sponsors and developers, this booklet offers guidance in determining the feasibility of a small business incubator. Information is included on doing an incubator market analysis (accessing the level of entrepreneurial activity, analyzing characteristics of the economic base and of large business purchases, determining supply and demand for commercial space, and assessing the small business support network). Guidelines for incubator implementation include information on establishing a formal working group and an appropriate focus, locating and selecting a building, and developing a financial plan. Worksheets are provided for use in analysis. (KC)

ED 297 262 CS 008 663

Madden, Nancy A.; And Others

A Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.

Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 31p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Classroom Techniques; Elementary Education; *Integrated Activities; *Language Arts; Program Evaluation; *Reading Instruction; Reading Writing Relationship; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *Cooperative Integrated Reading Composition Program; Whole Language Approach

To determine whether a comprehensive, cooperative learning approach can be used effectively in elementary reading and writing instruction, a study evaluated the Cooperative Integrated Reading and Composition (CIRC) program. Experimental subjects, 11 third- and fourth-grade CIRC classes, worked in heterogeneous learning teams for all reading, language arts, and writing activities over a 12-week period. The control group consisted of 10 regular third- and fourth-grade classes. Overall, results supported the effectiveness of the CIRC program on all target objectives except language mechanics and writing ideas. Findings ascribed the effects on (1) spelling to the partner spelling practice; (2) writing organization and language expression to the integrated language arts/writing component; and (3) reading vocabulary and reading comprehension to basal-related activities such as the teaching of story grammars, partner reading, and mastery-oriented story comprehension practice. Thus, analyses showed that student achievement in reading and writing can be increased if state-of-the-art principles of classroom organization, motivation, and instruction are used in the context of a cooperative learning program. Results also indicated that standardized measures of skills such as reading comprehension and reading vocabulary can be affected by treatments that simultaneously address student motivation, classroom management, curriculum, and metacognitive activities. (JD)

ED 297 277 CS 009 229

Reed, Arthea J. S.
Comics to Classics: A Parent's Guide to Books for Teens and Preteens.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-798-5
PUB DATE- 88
NOTE- 131p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 798, $7.95 member, $8.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Development; *Adolescent Literature; Adolescents; Annotated Bibliographies; Parent Child Relationship; *Parent Materials; Parent Participation; *Reading Materials; *Reading Material Selection; Recreational Reading
IDENTIFIERS- Reading Motivation

Approximately 500 books for teens and preteens (between the ages of 10 and 20) are listed and briefly annotated in this book designed to offer parents advice on adolescents and on books for adolescents. The first three chapters discuss the stages of adolescent development, and the fourth chapter talks about the adolescent as a reader. The fifth chapter discusses the wide variety of books for adolescents, and the sixth and seventh chapters list the book titles. The eighth and ninth chapters discuss techniques parents can use to encourage adolescents to read and also examine the value of discussing books with adolescents. The 10th through 12th chapters help parents locate appropriate books, and the 13th chapter gives parents additional sources for finding out more about adolescents and how to deal with specific problems. (RS)

ED 297 466 EA 020 243

Talking with Educators. The Results of a Series of Conferences Designed To Give Voice to the Views of Outstanding North Carolina Educators.
Public School Forum of North Carolina, Raleigh.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Collegiality; *Educational Change; Educational Facilities Improvement; *Educational Planning; Elementary Secondary Education; *School Based Management
IDENTIFIERS- *North Carolina

Over 300 North Carolina educators, administrators, and policy makers were brought together in a series of six conferences to express their views about what can be done to improve their state's schools. Two questions were discussed: (1) In the eyes of outstanding educators, what changes at the school building level would make the greatest improvement in student learning?; and (2) what changes would make schools a better place in which to work? The findings of these conversations, reported in this document, focus around six emerging issues: principals and teachers need more control over site issues including budgets and resources; planning time is needed for faculties to work together; class sizes should be reduced; more clerical assistance and support staff should be available; building facilities should be improved; and noninstructional duties should be eliminated for professional staff. Implications from this collaborative discussion are summarized. Appended are comments by some participants, listings of the participants, detailed data from each of the meetings, and an agenda. (LMS)

ED 297 089 CE 050 520

Blay, Avril; And Others
Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
Broadcasting Support Services, London (England).; National Federation of Voluntary Literacy Schemes, London (England).
REPORT NO.- ISBN-0-906965-29-2
PUB DATE- Oct 86
NOTE- 34p.
AVAILABLE FROM- Broadcasting Support Services, 252 Western Avenue, London W3 6XJ, England (2.00 pounds, including postage).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *Group Dynamics; *Literacy Education; Program Development; *Student Centered Curriculum; Student Evaluation; *Student Participation; Teacher Student Relationship; Volunteers
This booklet is intended to assist persons interested in forming a student-centered adult basic education study group. The first section provides an overview of the skills taught in basic education programs. A section on approaches and attitudes emphasizes the importance of the following concepts to basic education groups: allowing students to direct learning, respecting students' experiences, creating the right atmosphere, working as a group, and deciding what to work on. The third section discusses the difficulties of measuring progress in basic education groups and describes the following components in a comprehensive assessment process: day-to-day records, regular structured evaluations, individual student files, informal group discussions, and individual discussions. The final section presents students' comments about their attitudes toward the program and accomplishments in the following areas: skills, new words, dictionary work, writing, history, health, discussion, and confidence. (MN)

ED 297 119 CE 050 613

Finding a New Job with Skills You Already Have. A Do-It-Yourself Guide to Analyzing Your Skills and Using Them To Find a New Job or Start a New Career.
Arizona State Dept. of Economic Security, Phoenix.
PUB DATE- 86
NOTE- 53p.; Document contains colored ink and paper.
AVAILABLE FROM- Arizona Department of Economic Security, Labor Market Publications-Site Code 733A, P.O. Box 6123, Phoenix, AZ 85005-6123 (Order No. PA-221: $1.80; 100 copies: $150.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Career Change; Career Education; Career Planning; *Employment Interviews; Employment Potential; Employment Qualifications; Guides; Job Applicants; *Job Search Methods; *Job Skills; Resumes (Personal); *Self Evaluation (Individuals)

This do-it-yourself handbook for the individual looking for a new job is most useful if the individual is changing from one company to another, from one field to another, or from one kind of employment situation to another. Its goal is to help the job seeker get the knowledge he or she needs, use it to find employers who need his or her skills, and sell himself or herself to these employers. Chapter I contains exercises designed to teach the first three steps to get a new job: getting ready to find a new job, what limits the job seeker has put on his or her job search, and work he or she has done, regardless of conditions, pay, or what he or she thinks of it. Chapter II focuses on doing a skills analysis to find out what the job seeker has to offer employers. It covers these steps: working conditions he or she can handle or adapt to, working roles he or she can play, making a skills profile, and using a checklist of traditional skills. The three sections in Chapter III teach the job seeker where to get the information needed about jobs that are available, how to target and contact employers, and how to use skills analysis to communicate effectively with employers. These steps are discussed: job search plan, how to network, tips on informational interviewing groupings, and planning the job interview--comparing skills and job requirements. (YLB)

ED 297 147 CE 050 655

Guidelines for the Development of a Microcomputer Curriculum.
Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
PUB DATE- Feb 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Computer Uses in Education; *Courseware; *Curriculum Development; Guidelines; Instructional Material Evaluation; Media Selection; *Microcomputers; *Office Automation; Office Occupations Education; Secondary Education

This document is designed to provide assistance to people in school districts who are responsible for making decisions regarding the purchase and use of microcomputers in business and office education programs. A section on planning considerations outlines considerations that need to be addressed, available resources, and maximizing the use of hardware and software. The following topics are considered in the section on teacher training considerations: necessary computer knowledge, where instructors can receive training, training that teacher training institutions and local districts should provide, and instructor responsibility for keeping current. The next section outlines these curriculum considerations: what students can learn to use, competencies students need, content that should be replaced by these competencies, and steps to ensure that the curriculum is not duplicated. The last two sections highlight hardware considerations (hardware selection, networks, computers in a lab setting, ergonomics, security, and maintenance) and software considerations (primary software applications, software selection, and copyright laws). A listing of 109 current references is also provided. Appendixes include sample forms, such as a planning packet for new vocational programs and hardware and software evaluation forms. A listing of suggested periodicals is appended. (YLB)

ED 297 175 CE 050 696

Partnership Initiatives Involving Vocational Technical Education in Minnesota.
Minnesota State Council on Vocational Technical Education, St. Paul.
PUB DATE- Mar 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Advisory Committees; Career Education; Disabilities; *Equal Education; Nontraditional Occupations; Postsecondary Education; *School Business Relationship; *School Community Relationship; Secondary Education; Sex Fairness; State Programs; *Vocational Education
IDENTIFIERS- Minnesota; *Partnerships

This report presents case studies that examine more than 30 examples of public-private partnerships involving vocational-technical education in Minnesota. These case studies address the nature and scope of private sector involvement in vocational technical education in Minnesota, who benefits and why, conditions that contribute to successful private sector involvement, and what should be done to sustain and expand successful private sector involvement. Chapter 1 discusses the meaning and some of the dimensions, development patterns, objectives, and types of partnerships involved in vocational technical education. Chapter 2 examines the civic or grassroots partnership, which is distinguished by the simplicity of its agreement. Chapter 3 focuses on the partnerships represented by advisory committees for vocational programs. Multigenerational partnerships are addressed in chapter 4. These are arrangements that originated as simple civic partnerships and evolved over time into entirely new areas of voluntary cooperation. Chapter 5 tells of partnerships specifically designed to promote vocational equity by providing service to targeted populations and ensuring vocational equity. Chapter 6 focuses on complex statewide partnerships for which the community of interest is Minnesota as a whole. Chapter 7 returns to the four issues posed for this study and offers observations and conclusions. (YLB)

ED 297 205 CG 020 978

Green, G. Dorsey
Lesbian Mothers.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Counseling Techniques; Counselor Attitudes; Counselor Role; *Homosexuality; *Lesbianism; *Mothers
Clinical interest in lesbian mothers has begun to emerge from the closet in recent years. Culture has dictated the milieu in which lesbian parents live and has prevented most therapists from being able to respond to lesbian parenting as a healthy option. In a heterosexist world, virtually all public displays of sexuality or family life are depicted with heterosexuality in mind. Unlike racial minorities, most homosexuals grow up absorbing the prejudice without having it directed at them because they have not been aware of their sexuality. Until recently, virtually all lesbian mothers had their children while in heterosexual relationships and face a huge emotional hurdle as they come to terms with a different sexual orientation. These women may need intraphysic work focused on depression and accurate information about lesbians and their communities. Clients who already feel good about being lesbians may want help in deciding whether to have children and sorting out how to survive in mainstream society and find services that are nonhomophobic. Single and coupled lesbian parents have different problems and may need counseling. Three basic skills are needed by counselors in working with these women: basic skill within the counselor's theoretical framework, knowledge about lesbians, and an understanding of homophobia. A willingness to learn from these clients is also needed as they are creating new family structures. (ABL)

ED 297 220 CG 020 994

Olson, Gerald T.
California's Career Guidance Technicians: A Profile.
PUB DATE- Feb 88
NOTE- 26p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (San Francisco, CA, February 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; *Career Guidance; *Community Colleges; *High Schools; Profiles; Public Schools; School Counselors; *School Personnel; Two Year Colleges
IDENTIFIERS- *California

A study was conducted to develop a profile of career guidance technicians (CGTs) working in California's public high schools and community colleges during the 1987-1988 academic year. Surveys were completed by 262 CGTs in 37 California counties. The results provided data on demographics, job descriptions, staff relations, the services rendered by CGTs at high school and community college career centers, and respondents' prioritized career guidance program functions. Outcomes of interest were that career guidance technicians were also doing college guidance, which was probably hinged to their use of computer based files of colleges and occupations; were mostly middle-aged white women; and truly loved their jobs. Respondents had many different titles and were highly educated; 72% had a college degree. This profile is useful in bringing definition to California's career counseling and guidance professional and paraprofessional. (NB)

ED 297 249 CG 021 031

Zambelli, Grace C.; Lee, Sandra S.
Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; *Compliance (Legal); *Confidentiality; Ethics; Laws; *Legal Responsibility; Sexual Abuse; *State Legislation
IDENTIFIERS- *Reporting Laws
All states have laws mandating that certain individuals report suspected occurrences of child abuse. Mandatory reporting statutes, their administration, and their judicial interpretation have created many ethical, legal, and clinical dilemmas. The abrogation of the confidentiality in the therapeutic relationship is probably the foremost ethical dilemma created by the mandated reporting statutes. There may be specific problems involved when reporting instances of sexual molestation. Reports of physical or sexual abuse which lead to judicial proceedings are less frequent today than in the past, but the potential social injury to the family is still enormous. Few studies have compared the number of reports made with the number of cases of actual physical or sexual abuse in a given jurisdiction. There is no documented causal connection between mandatory reporting and a decrease in the amount of child abuse itself. In spite of the resulting ethical and clinical problems, mandatory reporting laws are valuable. What may be needed are revisions in the laws, a better and more uniform definition of what is reportable as suspected sexual abuse, uniform criteria to guide human services professionals in dealing with parents, and the establishment of minimal child welfare standards and decision-making guidelines. (A five-page bibliography is included. Tables list 20 reasons why human services professionals may avoid reporting sexual abuse and provide some guidelines for decision-making when reporting child sexual abuse.) (NB)

ED 297 291 CS 009 243

Ketchum, Clay A., Ed.
Proceedings of the College Reading Association, Volume 9, Fall 1968.
College Reading Association.
PUB DATE- 68
NOTE- 161p.; For other documents in this series, see CS 009 235-245.
Small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Literacy; Content Area Reading; Elementary Education; Grade 1; Higher Education; Intermediate Grades; Learning Disabilities; Literacy Education; Paperback Books; *Reading Diagnosis; *Reading Instruction; *Reading Programs; Reading Research; Reading Teachers; *Teacher Certification; Two Year Colleges
IDENTIFIERS- *College Reading Association; Historical Background

The proceedings of the eleventh annual meeting of the College Reading Association with a theme of "Professional Focus on Reading," consisted of the following papers: (1) "President's Address" (W. H. Cooper); (2) "What Lies Ahead in Primary Reading?" (M. C. Austin); (3) "The Causes and Correction of Verbalism in Reading" (J. L. Cooper); (4) "Extra Stimulation in Reading in the Intermediate Grades" (D. J. Bissett); (5) "Interaction of Psychological and Neurological Factors in Diagnosis of Learning Disorders" (J. C. Abrams); (6) "An Automated Individualized Diagnosis for College Centers" (D. M. Wark); (7) "Reading in the Content Areas: Instruction and Application" (D. L. Shepherd); (8) "A Critical Look at Critical Variables in Reading" (R. M. Clark); (9) "Classroom Implications of the First-Grade Reading Studies" (R. Dykstra); (10) "The Distar Reading Program" (E. C. Bruner); (11) "Diagnosis for the Classroom Teacher" (R. Sawyer); (12) "The Use of Paperbacks in the Classroom: Research and Implications" (S. A. Cohen); (13) "Two Approaches to Literacy Education" (E. H. Smith and R. H. Geeslin); (14) "Effective Pre-Service Education" (H. B. Miller); (15) "The Culturally Disadvantaged Reader's Concept of Reading" (W. E. Blanton); (16) "Behavioral Research in Reading--Implicit Speech" (G. Anderson); (17) "The Importance of Reading Instruction in the Comprehensive Junior College" (G. R. Darnes); (18) "A Write Reading Method for Scientific and Technical Students" (M. E. Adelstein); (19) "Adult Literacy Materials" (D. A. Brown); (20) "Developing College Reading Services" (A. Berger); (21) "Teaching Diagnostic Techniques to Classroom Teachers" (H. O. Beldin); (22) "Individually Prescribed Instruction Reading Program" (J. O. Bolvin); (23) "How Pennsylvania Meets the Certification Issue" (C. R. Colvin); (24) "IRA Standards and Certification" (D. M. Dietrich); (25) "The National Trend and Current Status of Certification Requirements for Reading Personnel" (U. Price and J. R. Layton); and (26) "College Reading Instruction: Past, Present and Future" (W. Pauk). (MS)

ED 297 320 CS 211 171

1987 Colorado Writing Assessment.
Colorado State Dept. of Education, Denver.
PUB DATE- 24 Aug 87
NOTE- 26p.; For related document, see CS 211 172. Photograph may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Expository Writing; Grade 3; Grade 6; Grade 9; Grade 11; Instructional Effectiveness; Letters (Correspondence); Student Writing Models; *Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- *Colorado; *Narrative Text; Writing Contexts

To evaluate the writing skills of Colorado students under the Educational Quality Act of 1985 (commonly known as the 2 + 2 project), a study administered writing tasks to a statewide sample of third, sixth, ninth, and eleventh grade students in the spring of 1987. A narrative or story-telling writing task was administered to 2,000 grade 3 students and 2,000 grade 6 students. An expository letter-writing task was administered to 2,000 grade 6 students, 2,000 grade 9 students and 2,000 grade 11 students. Papers were scored by two different scorers on a four-point primary trait scale using pre-defined criteria about how well the paper accomplished the writing task. Results revealed that most grade 3 and grade 6 students were able to write an acceptable story while most grade 9 and grade 11 students were able to write an acceptable letter to their principal about a proposed change at school. (Attached information includes: (1) a picture used for the story-writing task; (2) sample score sheets for the narrative and expository writing tasks; (3) sample student responses to the story-writing and letter-writing tasks from each grade level tested; (4) the letter-writing assignment sheet; and (5) four tables of data.) (MM)

ED 297 364 CS 211 437

Goodrick, Evelyn Trapp
Women on Editorial Pages: Characteristics and Attitudes.
PUB DATE- Jul 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparable Worth; Day Care; *Editorials; *Editors; *Females; Journalism; Media Research; *Newspapers
IDENTIFIERS- Journalism Research; *Women Journalists
The editorial pages can be seen as fertile territory for examining female journalists' attitudes and behavior toward topics traditionally considered "women's." To study the numbers, characteristics, attitudes on several women's issues, and behavior in relationship to several women's issues, first a mailing list was compiled from the "1986 Editor and Publisher International Year Book" and the membership list of the National Conference of Editorial Writers. Then, subjects, 120 women (from a group of 192 originally contacted) who provided usable returns, responded to a 50-question survey divided into four sections: "Your Job Responsibilities," "Career Path," "Women's Issues," and "Information about You." Results showed that (1) despite their higher numbers in management and entry level positions on daily newspapers, women are not making significant progress on editorial page staffs; (2) newspapers employing the respondents had generally run editorials on the two selected issues of this study--child care and pay equity--and the majority of the women indicated satisfaction with the consideration of the topics on their editorial pages; (3) the majority of women had written an editorial on child care, a vast majority supported expansion of private care facilities, and a majority supported expansion of governmental facilities; and (4) respondents overwhelmingly noted that the hiring of women on editorial page staffs was either "very important" or "important." (Four tables of data and 36 notes are included.) (MS)

ED 297 392 CS 506 290

Schwartzman, Roy
The Life-Embeddedness of Argumentation: A Prelude to Treating Arguments as Exhortations.
PUB DATE- Nov 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; *Persuasive Discourse; *Rhetorical Criticism; Theories; Verbal Communication
IDENTIFIERS- Exhortation; Rhetorical Devices; *Rhetorical Theory; Rhetoric as Epistemic
Argumentation is fundamentally exhortative: arguments can be understood as invitations to emulate the lives of those who make the arguments. The human exemplar of an argument's substance, e.g. Jesus Christ as exemplar of Christianity, is the paradigm for this theory in which the arguer's identity is seen both as equal in importance to and inseparable from the argument's contents. Just as Ludwig Wittgenstein contends that linguistic activity occurs within a form of life, the exhortative theory shows that argumentation is an activity inextricably bound to human conduct. Paradigms such as storytelling, jurisprudence, and scientific method have been used to describe argument, but these attempts to universalize do not allow for the diversity of forms of argument. The exhortative theory does not supplant current theories of argumentation but adds to them. (Forty-five references are attached.) (MHC)

ED 297 406 CS 506 306

Biggers, Thompson
Decreasing Communication Anxiety through Public Speech Training.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; Emotional Response; Higher Education; *Instructional Effectiveness; *Public Speaking; Speech Communication; *Speech Instruction
IDENTIFIERS- Communication Behavior

A study investigated the time honored notion that students who successfully complete a basic course in public speaking will experience less anxiety about speech situations, and will have significantly different emotional reactions to potential public speaking situations. Scales to measure communication apprehension, speech anxiety, and pleasure, arousal, and dominance as trait emotions (personality characteristics) and as state emotions (changing emotional response) were administered to all students of all five sections of an undergraduate public speaking class at the beginning and end of the semester. Classes ranged in size from 15 to 24 students. Results showed that successful completion of the course did indeed reduce anxiety about public speaking, and that subjects' trait emotions remained constant. State emotions of pleasure were neutral and unchanged, arousal was reduced, and dominance was higher. This lends support to the notion that traits are predispositions but that cognitive change can intervene between them and state reactions; thus higher feelings of mastery and control in a public speech situation are associated with lower anxiety. (One table of data is included and 12 references are attached.) (SR)

ED 297 421 EA 020 061

The Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.
Designs for Change, Chicago, Ill.
PUB DATE- Jan 85
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Rate; *Educational Change; *Grade 9; Longitudinal Studies; Racial Segregation; *Reading Skills; *School Holding Power; Secondary Education; Selective Admission; *Urban Schools
IDENTIFIERS- *Illinois (Chicago)

Chicago Public Schools, spending more than its $1.5 billion a year budget, has defined its first obligation as producing graduates who can read well. This study assesses how well the school system is succeeding by examining roughly 39,500 students who were ninth graders in fall 1980 and should have graduated in spring 1984. Statistics were used to chart students' progress over 4 years as some dropped out or transferred to other school systems and others graduated with either very good or marginal reading skills. While results graphically depict the system's successes and failures, the study's main priority is using the information to develop improvement plans for Chicago schools. The study investigates (1) the percentage of 1980-81 ninth graders who graduated from high school; (2) the percentage of these students who also could read at average or above average levels; and (3) how the high school completion rate and the percent of well-prepared (reading) graduates differ among Chicago's 62 4-year high schools. The remainder of the report explains research methods, presents results, and explains policy implications and refers recommendations. Compared to a national high school completion rate of 73 percent, Chicago's rate is 47 percent. Whereas the national pecentage for well-prepared graduates is 36 percent, the Chicago rate is 15 percent. These results are shocking. Schools in the majority of Chicago neighborhoods are abject failures or viewed as dumping grounds for uneducable children. A "Quality Schools Agenda" is advised to overcome four key barriers to reforming Chicago's schools. Included are numerous tables and 12 references. (MLH)

ED 297 436 EA 020 154

Anderson, Mark E.
Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.
Oregon School Study Council, Eugene.
PUB DATE- May 88
NOTE- 40p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 with order).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Education; *Administrator Selection; Elementary Secondary Education; Experiential Learning; *Internship Programs; *Principals; *Screening Tests
IDENTIFIERS- *Oregon

During the next several years, nearly half of all U.S. principals will retire. Despite principals' crucial leadership role, the methods for training and selecting these administrators are often ill-suited for employing outstanding leaders. Patronage, favoritism, familiarity, or good impressions frequently prevail over merit. This bulletin begins by assessing problems within the principal preparation and selection process. Chapter 1 summarizes recent research and presents four possible explanations for districts' failure to identify, prepare, and hire the most effective principals: (1) insufficient attention to preparation; (2) a limited pool of capable applicants; (3) nonspecific vacancy announcements and selection criteria; and (4) inadequate screening and selection techniques. Chapter 2 examines principal preparation by documenting the experiences of two Oregon districts--Corvallis and David Douglas--with successful programs. Corvallis provides carefully designed internships, and David Douglas' STAR (Selecting and Training Administrative Recruits) program emphasizes practical training sessions for aspiring principals. Chapter 3 features exemplary screening and selection techniques used in Lake Oswego and Tigard school districts (Oregon). The final chapter summarizes effective employment practices and offers recommendations for districts desiring to capitalize on the coming "window of opportunity" presented by retiring principals. Included are 19 references and 11 interview citations. (MLH)

ED 297 451 EA 020 194

Duckworth, Ken
Coping with Student Absenteeism.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- May 88
NOTE- 14p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.25; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- Attendance; *Attendance Patterns; Attendance Records; Computer Uses in Education; Dropout Prevention; High Risk Students; High Schools; High School Students; Policy Formation; *Prevention; Rewards; School Holding Power; *Student Motivation; *Student School Relationship; *Truancy; Urban Education

High school administrators are concerned about the contribution of student absenteeism to poor academic performance and the likelihood of dropping out. Administrators are faced with the difficult task of deciding which incentives will make regular school attendance more meaningful to students, and which penalties may make truancy and class cutting less attractive. Responses from six urban high schools studied from 1983 to 1985 indicate that the most important ingredients in reducing absenteeism are the following: (1) a computerized system of monitoring and recording absences; (2) political alliances with teachers and parents committed to reducing truancy; (3) consistency in imposing penalties for repeat offenders; (4) creation and support of intervention programs; and (5) patience and the will to persevere through early implementation problems. Summaries of the programs to reduce truant behavior are cited for three high schools in Portland, Oregon; one in Eugene, Oregon; and two in Louisville, Kentucky. (MLF)

ED 297 481 EA 020 362

Klauke, Amy
Recruiting and Selecting Principals. ERIC Digest Series Number EA27.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per order).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Evaluation; *Administrator Qualifications; Administrator Responsibility; Administrator Role; *Administrator Selection; Affirmative Action; Assessment Centers (Personnel); Elementary Secondary Education; Employment Interviews; *Principals
IDENTIFIERS- ERIC Digests
This ERIC Digest is an overview of the process of recruiting and selecting principals. Criteria for selecting a principal should include problem analysis, organizational ability, decisiveness, effective communication skills, and stress tolerance, along with personal qualities such as dedication, creativity, and enthusiasm. Innovative steps that school districts are taking include indistrict training programs, career ladders, and internships, as well as outside recruitment. The selection process will be fair and comprehensive if a trained, diverse selection team considers information gathered from many sources and develops an interview process including simulations, written exercises, and situational questions, along with follow-up orientation and evaluation procedures. The last section addresses the importance of affirmative action in ensuring greater representation of women and minorities in school administration. (TE)

ED 297 134 CE 050 632

Fadale, LaVerne M.; Finger, Anne
Impact of the Writing Sample on GED Test Performance.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *High School Equivalency Programs; Postsecondary Education; Program Improvement; *State Programs; *Test Results; *Writing Evaluation; Writing Skills
IDENTIFIERS- *General Educational Development Tests; New York; Writing Samples

A study was undertaken to determine the impact of the new writing component pioneered by New York State on General Educational Development (GED) performance or passing rates. Data were collected in two phases: Phase I dealt with passing rate data prior to the introduction of the writing sample to the writing subtest; Phase II was begun during the summer of 1987, approximately one year after the addition of the writing sample in New York State. In each phase, data were collected on a sample of 2,000 first-time test-takers. After the writing sample was introduced, data were compared for the two samples and it was found that: (1) 28,000 fewer GED tests were administered in 1987; (2) first-time test-takers attained a significantly higher total test passing rate; (3) GED program adults achieved a significantly higher total test passing rate than nonprogram adults; (4) first-time test-takers attained a significantly higher passing rate on the writing subtest; (5) program adults attained a higher average score and a greater passing rate than nonprogram adults on the writing subtest; and (6) the addition of the writing sample has not had a negative effect on the GED passing rate. (KC)

ED 297 161 CE 050 680

McDonagh, John P.
A Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- Jun 88
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Enrollment; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Program Implementation; *Program Improvement; Secondary Education; State Programs; *Technical Education; *Vocational Education
IDENTIFIERS- *Massachusetts
A study reviewed the curriculum and program development for vocational-technical education in Massachusetts. Data for analysis were gathered by the Division of Occupational Education, Massachusetts Department of Education, from division research, third-party evaluations of vocational-technical education, and reports from other state agencies, as well as from several recent national research reports. Programs were evaluated in the curriculum areas for 76 occupations, as well as postsecondary programs, with enrollment statistics provided for each. The research also reviewed curriculum development and improvement efforts, such as the Massachusetts Vocational Resource Center, applied learning programs, competency-based vocational education, technical committees, and program and general advisory committees. Recommendations were made for further development of programs to serve a wide variety of populations and needs. (Extensive appendixes, making up more than half of the report, include Chapter 74 enrollments for 1987, V-TECS products, competency-based vocational education products, and excerpts from the state plan for vocational education.) (KC)

ED 297 235 CG 021 016

Juvenile Justice: Grant to the National Partnership To Prevent Drug and Alcohol Abuse. Briefing Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-88-45BR
PUB DATE- Apr 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Compliance (Legal); *Federal Aid; Federal Legislation; *Federal Regulation; *Grants

The General Accounting Office (GAO) reviewed a grant awarded to the National Partnership To Prevent Drug and Alcohol Abuse by the Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP). The GAO interviewed current and former agency and Partnership officials and reviewed applicable laws, policies, regulations, and agency documents and records to obtain information on: (1) the legality of OJJDP's involvement with the establishment of the Partnership; (2) the consistency of the grant award with applicable laws, policies, and regulations; (3) the amount expended by the grantee; (4) the consistency of the expenditure of funds with applicable federal regulations; (5) the achievement of grant objectives; (6) OJJDP's management of the grant; (7) the use of the Aspen Systems Corporation for the Partnership; and (8) investigations of OJJDP officials' conduct in relation to the Partnership. The investigation revealed that the grant was not effectively managed and many of the grant's objectives were not met. OJJDP's former Deputy Administrator was closely involved with the formation of the Partnership, federal funds were used to provide assistance for the Partnership's formation, and the grant award deviated from OJJDP's internal policy for awarding noncompetitive grants. Further research into these matters provided no basis to conclude that any laws were violated. (Appendices contain details about the objectives, scope, and methodology of the investigation; the awarding, managing, and funding of the grant; and a chronology of events surrounding the grant.) (NB)

ED 297 305 CS 009 260

Perkins, Kyle; Parish, Charles
What's Wrong with Reading Comprehension Tests?
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *English (Second Language); Multiple Choice Tests; *Prior Learning; *Reading Comprehension; Reading Research; *Test Validity
IDENTIFIERS- Test of English as a Foreign Language; Text Factors
This document reviews studies that investigated certain inadequacies of English as a Second Language (ESL) reading comprehension tests. The first study examined whether three ESL reading comprehension tests required information principally from the text or from background knowledge. Results indicated that background knowledge differentially affects reading comprehension at different levels of proficiency and that a large proportion of the variance in reading comprehension scores can be accounted for by the reader's background knowledge. The second study measured reasoning in the Test of English as a Foreign Language (TOEFL) reading comprehension subtest. Results indicated that the subtest seemingly lacks validity. The third study investigated whether an ESL test distinguished between the subskills it professed to measure. Results indicated that only 44% of the total test exhibited internal construct validity. The fourth study examined behavioral anchoring, whose purpose is to define achievement and to make test scores interpretable in terms of what students at different ability levels could and could not do. Results indicated that higher ability level students excelled with items which depended on implicit information; that all proficiency levels exhibited achievement with linguistic structures which related parts of the text to one another; and that the derivational complexity and the readability level estimates co-varied with an increase in proficiency level. Specific remedies for each of the weaknesses of ESL reading comprehension tests are suggested. (Twenty-six references are appended.) (RS)

ED 297 334 CS 211 394

Dyson, Anne Haas
Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Classroom Research; Cognitive Development; Primary Education; Student Writing Models; *Writing (Composition); *Writing Processes; Writing Research
IDENTIFIERS- *Childrens Writing; *Expressive Writing; Narrative Text; Writing Development

The major developmental challenge for children is not simply to create a unified text world but to move among multiple worlds, carrying out multiple roles and coordinating multiple space/time structures. A study observed eight primary-grade students over a 2-year period and focused on the interrelationships between children's creation of written text worlds and their use of or response to forces outside those worlds but within the situation context of the classroom. The children, from a language arts class, were first observed and then descriptive data, audiotapes of the children's talk, photocopies of their drawn and written products, and notes on observed behaviors, was compiled. Findings showed (1) the observed children's text worlds were, as a group, gradually less governed by drawing and any accompanying talk: the group moved from a tendency to comment on pictures, to a tendency to observe scenes, and finally to act within dynamic worlds; and (2) their composing behaviors suggested that their use of writing became progressively more involved with their ongoing social and their wider experienced worlds: the children specifically shared and discussed their written messages and the relationship of those messages to the wider world rather than only to their pictures. (Five tables of data and 17 writing examples are included, and 52 references are appended.) (MS)

ED 297 348 CS 211 408

Borcherdt, Donald A.

Knowledge Versus Knowing: The Facts and the Process of Teaching Thinking Skills.

PUB DATE- Oct 87

NOTE- 12p.; Paper presented at the Annual Meeting of the International Society for Exploring Teaching Alternatives (Fort Collins, CO, October 8-10, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Area Writing; Course Evaluation; *Critical Thinking; Higher Education; Learning Strategies; Student Participation; Teaching Methods; *Writing Exercises

IDENTIFIERS- Critical Analysis; Thinking Skills

Domain-specific knowledge can be processed so that analytical/critical thinking in verbal and written discourse is encouraged in the classroom by using a guided design strategy intended to solve open-ended problems. Each of the four operations in the strategy (state the goal, generate ideas, prepare a plan, and take action) make use of the thinking modes of analysis, synthesis, and evaluation. The strategy can be useful in integrating thinking skills into course content by adapting thinking modes to a format for critical analysis of the content of the course. Two critique forms were devised to enhance student participation in verbal and written exchanges between students and peer groups in an introductory course at Rutgers entitled Development and Criticism of Broadcasting. The forms were adapted from two similar strategies developed earlier. The critique forms provide students with a means of "knowing." The facts and the process are used together to develop skills in thinking. (Two figures are included.) (RS)

ED 297 378 CS 506 252

Scharlott, Bradford W.
Communications Technology Transforms the Marketplace: The Impact of the Telegraph, Telephone, and Ticker on the Cincinnati Merchants' Exchange.
PUB DATE- Jul 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Historical Materials (060)
DESCRIPTORS- *Communications; *Information Networks; Information Systems; Marketing; *Merchants; *Technological Advancement
IDENTIFIERS- Communication Links; Historical Materials; Media History; Nineteenth Century History; *Telegraphy
During the mid-nineteenth century, merchants in Cincinnati (Ohio) gained access to the latest telegraphic news through the Merchants' Exchange, which became a vital link in a communications network that served as the nervous system of the nation's economy. The Cincinnati Merchants' Exchange was founded in 1843 by the Young Men's Mercantile Library Association in order to have a meeting place for the members of the library, and to create a merchants' exchange similar to those operating in other urban areas. On August 20, 1847, the first telegraph line to Cincinnati terminated in the College Building where the Merchants' Exchange was housed. After the telegraph reduced the risk in farm commodities trade which relied on a system of commission merchants, western cities became the points at which final sales were made and Cincinnati was a major point for such transactions. The telephone and the ticker produced a second revolution in business practices which decentralized business communications and in the process undermined the exchange. The exchange was a transitional market institution that for a time helped meet the commercial-information needs of the city, but was not destined to become a specialized exchange with futures trading like the Chicago Board of Trade. And its life, as well as its death, was largely dictated by communications technology. (Seventy-one notes are attached.) (RAE)

ED 297 105 CE 050 592

Rose, Karl Heinz; Korthaase, Werner
Berlin's Adult Education Centres (Volkshochschulen) from 1945 to 1960.
PUB DATE- 9 Jul 86
NOTE- 7p.; Papers presented at the International Conference on the History of Adult Education (Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Adult Education; Adult Programs; Developed Nations; *Educational History; Foreign Countries; International Cooperation
IDENTIFIERS- *West Germany
Two lectures on the development of Berlin's adult education centers after World War II are included. The lecture by Werner Korthaase begins by describing the situation prior to 1920, when Berlin was divided into independent districts, each with its own administrative authorities. It then describes the reestablishment of the local adult education centers in all the districts in 1945 and the diversity of offerings and student numbers. The lecture concludes with a description of the detrimental effects of the Soviet blockade during 1948-1949. The lecture by Karl Heinz Rose begins by briefly describing the development of Berlin's adult education centers after they were re-established during the summer of 1945. It then discusses the disintegration of the programmatic structure of adult education in Berlin due to the political division of the city, the "Study Group on Workers' Education" founded by the United States military government, the contribution of the Education Branch of the British military government to the easing of the difficult start of Berlin's district adult education centers, and exchange programs with the United States and Great Britain. International cooperation is also highlighted. The paper concludes by focusing on the decline in importance accorded to Berlin's adult education centers and the emphasis on liberal arts programs in the centers. (YLB)

ED 297 191 CE 050 721

Design and Drawing for Production. Syllabus. Field Test Edition II.
New York State Education Dept., Albany.
PUB DATE- 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Decision Making; *Design; Designers; *Engineering Drawing; High Schools; *Industrial Arts; Learning Activities; Lesson Plans; Mechanical Design Technicians; *Problem Solving; Secondary Education; *Statewide Planning; *Trade and Industrial Education
IDENTIFIERS- Computer Assisted Design; *New York

This syllabus, which replaces the New York State Education Department publication "Mechanical Drawing and Design," is intended for use in teaching a high school course in design and drawing for production. The materials included in the guide reflect a shift away from the conventional methods of teaching design and drawing to a greater emphasis on the design problem-solving approach. The following topics are covered in the individual sections of the guide: goals and objectives; scope and sequence; evaluation strategies; the design/production process; sample design activity briefs (each of which includes the technical drawing area addressed, a design activity, research and critical analysis skills covered, historical references, skills, the link between the activity and an actual production environment, and student requirements and evaluation criteria), a design activity brief constants chart, and a selected bibliography. Appendixes deal with computer-assisted design and drawing, materials and supplies, potential health risks in the classroom, students with handicapping conditions, educating gifted students, sequence credit, the visual arts and high school technology education sequences, and a four-unit drafting sequence. (MN)

ED 297 278 CS 009 230

The Growing Thinkers Program, Houston Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 1).
Texas Education Agency, Austin.
PUB DATE- 88
NOTE- 7p.; For another document in this series, see CS 009 231.
AVAILABLE FROM- Publications Distribution, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Cognitive Development; *Critical Thinking; Demonstration Programs; Elementary Secondary Education; *Inservice Teacher Education; Instructional Improvement; *Teacher Improvement; Teaching Methods; Teaching Models
IDENTIFIERS- *Growing Thinkers Program; Houston Independent School District TX; Thinking Skills

Growing Thinkers is a teacher in-service program, designed and instituted in the Houston (Texas) Independent School District, which focuses on the development of higher-order thinking abilities. The three overall goals of the program are: (1) to recognize and further develop excellence in teaching; (2) to enhance the development of higher-order thinking in the classroom; and (3) to create a body of teachers, skilled in using higher-order thinking processes, who can model effective teaching as they share strategies with their colleagues. Each year, 24 teachers recognized for excellence and innovation in teaching are selected and then led through a year-long program in the use of higher-order thinking skills. The Growing Thinkers program has been selected by the Texas Education Agency as one of six exemplary and innovative educational programs which are offered as models to be adapted and modified by school districts to meet their varying needs. (RS)

ED 297 467 EA 020 245

North Caroline's Lead Teacher/Restructured School Pilot Project: An Interim Report.
Public School Forum of North Caroline, Raleigh.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Career Ladders; *Educational Change; Elementary Secondary Education; *Master Teachers; Pilot Projects; Public Schools; School Based Management; Teacher Participation
IDENTIFIERS- *North Caroline

This is a description of a pilot project in three North Caroline county schools whose goal is to combine their new career ladder for teachers with the recommendations of the Carnegie Report on restructuring the way schools are organized. This is the first year of a four-year trial to evaluate this model before expanding it to the entire state. The plan began with implementation of a three-rung ladder for teachers. Also, participating schools moved decision-making authority to the building level with the faculties and administrators having great latitude over the use of resources, budgeting, and time. The lack of flexibility inherent in working within state guidelines is discussed and the ways the project surmounted these obstacles are given. In addition, the manner in which the schools are being held accountable regarding students, teachers, and principals is detailed. Appended are a planning overview of the project, graphic displays of the project designs, and a timeline. (LMS)

ED 297 090 CE 050 559

Weber, James M.; And Others
The Dynamics of Secondary Vocational Classrooms.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 519p.; For the related machine-readable data file described by this document, see CE 050 640.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Vocational Education; Articulation (Education); *Basic Skills; Classroom Observation Techniques; *Classroom Techniques; Competency Based Education; Conventional Instruction; Counseling Services; Databases; Graduation Requirements; High Schools; National Surveys; Outcomes of Education; Postsecondary Education; *Program Content; Regional Schools; School Business Relationship; *Secondary School Curriculum; Student Characteristics; Teacher Characteristics; Teaching Methods; *Vocational Education; Vocational Schools
In 1986, the National Center for Research in Vocational Education undertook a major data collection project, Understanding the Dynamics of Secondary Vocational Classrooms--A Prerequisite to Improvement. The study's primary purpose was to collect national data on the instructional content and processes of occupational education programs at the high school level. The resultant national database includes observations of 893 classrooms in 120 high schools that were selected by using a stratified random sampling procedure. It was concluded that although vocational classrooms offer frequent and varied opportunities for reinforcing and enhancing students' basic skills, far too many of these opportunities are lost. Generally, when basic skills are part of the instruction occurring in vocational classrooms, teachers use more traditional instructional methods. The use of competency-based strategies and procedures is quite prevalent in vocational classrooms nationally. No significant differences were found in vocational classrooms in comprehensive, area vocational, and vocational specialty schools. Neither were any significant differences found between the instructional materials and activities used by degreed and nondegreed vocational teachers. (Over half of this report consists of detailed discussions of responses to each of the study's 26 questions. The survey instruments and record layouts for the three project data files--schools, teachers, and classrooms--are appended.) (MN)

ED 297 148 CE 050 656

ACTION Planning for Leadership Development in Home and Family Life Programs.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Family Life Education; Home Management; *Integrated Curriculum; *Leadership; Leadership Qualities; *Leadership Training; Secondary Education; Student Organizations; Teaching Methods
IDENTIFIERS- *Future Homemakers of America

This guide provides teachers and administrators with strategies for implementing leadership development as an integral component of the home and family life curriculum. A rationale for integrating leadership into the curriculum is followed by a framework for integration. The framework criteria provided have been established to assist teachers in visualizing how students can be given opportunities to experience leadership as they prepare for home and community roles and responsibilities. A lesson plan for introducing leadership development is followed by three strategies that can be planned and managed as an integral component of the home and family life education curriculum. (A strategy is the planning and management of an operation.) The strategies are decision making, group process, and individual growth/extended learnings. Outlines provide analyses of how the strategies can be developed in the classroom. Steps, teacher/advisor role, and methods/techniques are detailed. The next section identifies how leadership can be developed through integration of Future Homemakers of America (FHA) into the classroom. The role of organizations is discussed, a lesson plan to introduce FHA is presented, and organizational structure is described. Suggestions are offered for developing the three strategies through FHA. Other information on FHA is also provided. (YLB)

ED 297 206 CG 020 979

Bankowski, Z., Ed.; Carballo, M., Ed.
Battered Children and Child Abuse. Highlights and Recommendations of the CIOMS/WHO Conference (Berne, Switzerland, December 1985).
Council for International Organizations of Medical Sciences, Geneva (Switzerland).; World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-9036-0259
PUB DATE- Dec 85
NOTE- 21p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - General (140)
DESCRIPTORS- *Child Abuse; *Child Neglect; Children; Definitions; Family Violence; Foreign Countries; Models; Prevention; *Victims of Crime

This document provides highlights and recommendations of a conference on battered children and child abuse sponsored by the Council for International Organizations of Medical Sciences (CIOMS) and the World Health Organization (WHO). In a discussion of the nature of the child abuse problem, the history of child maltreatment is briefly reviewed and the fact that it is a neglected policy area is discussed. The availability and accuracy of data on the magnitude of the problem in developed and developing countries is summarized. Difficulties in defining the problem of child abuse are discussed, noting that definitions vary between and within countries. The conference's definition of child abuse is stated: child abuse is defined as the intended or unintended act or omission by an adult, society or country, which adversely affects a child's health, physical growth, or psychosocial development. Definitions of child neglect, passive child abuse, and child exploitation are also discussed. Explanatory models of child abuse are described, focusing on a multivariate approach within a sociopolitical setting. Primary and secondary prevention activities are discussed; the need for greater public awareness of the different forms of child abuse, and the extent to which it occurs in different social circumstances is highlighted. Five recommendations of the conference are stated. The conference program is included. (ABL)

ED 297 221 CG 020 995

Engebretson, Darold; Hollander, Barbara
Mom and Dad Return to a Commuter Campus: A Program for Re-Parenting of Eating Disordered Females.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American College Personal Association (New Orleans, LA, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anorexia Nervosa; *Bulimia; *College Programs; College Students; *Counseling Techniques; Eating Habits; Females; Higher Education; Parent Child Relationship; *Parent Role
This paper concerns the high incidence of eating disorders, anorexia nervosa and bulimia, among the female population in colleges. It identifies several major issues in attempting to provide counseling services for eating disordered students (limited resources, a large estimated patient pool, length of treatment involved, and policy changes to accommodate treatment of parents) that would make such a program unfeasible under existing constraints. A new means of addressing the issue is presented, in which: (1) interdepartmental cooperation is central to the development and execution of the program on a commuter campus; (2) human development theory provides the rationale for the systemic intervention used; and (3) parents are involved in the treatment process. Recent literature in the field prompted the development of the more definitive assessment procedures and specific individualized treatment plans which are described in this paper, with guidelines provided for determining when and under what conditions parents are to be involved. (Author/NB)

ED 297 250 CG 021 032

Buri, John R.; Mueller, Rebecca A.
In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (60th, Chicago, IL, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; Child Rearing; College Students; *Discipline; Higher Education; *Parent Child Relationship; Parenting Skills; Parent Role; *Self Esteem
IDENTIFIERS- *Nurturance
Past research has implicated the familial variables of parental nurturance and parental discipline in the development of global self-esteem in children. This study examined college students' levels of self-esteem as a function of their own versus their parents' appraisals of parental nurturance and parental authority. Subjects were 128 college students and both of their parents. Students completed a global self-esteem scale, a mother's nurturance scale, a father's nurturance scale, a mother's Parental Authority Questionnaire (PAQ), a father's PAQ, and a demographic information sheet. Each parent completed a nurturance scale and a PAQ. The results revealed that both mother's and father's nurturance (as perceived by the students) were strongly related to self-esteem. Based upon students' appraisals, parental authoritativeness was directly related to self-esteem while parental authoritarianism was inversely related to self-esteem. Students' assessments of parental nurturance and authority were more strongly related to self-esteem than were the parents' assessments of these variables. Results of regression analyses suggest that parental authority may be an important source of parental nurturance information. (Author/NB)

ED 297 263 CS 008 664

Stevens, Robert J.
The Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 39p.
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Computer Assisted Instruction; Content Analysis; Content Area Reading; Critical Reading; Elementary Secondary Education; *Reading Comprehension; Reading Habits; *Reading Improvement; Reading Instruction; Reading Processes; Reading Research; *Reading Strategies; Remedial Reading; Teaching Methods; Word Recognition
IDENTIFIERS- Expository Text; *Main Idea; PLATO; *Strategy Training
A study tested the relative effectiveness of four methods of teaching remedial reading students (grades 6 through 11) how to identify the main idea of expository paragraphs. Forty-seven students were divided according to treatment and were given the same pool of 125 paragraphs about geology and weather to read, and were given pretests and posttests. Treatments were as follows: (1) strategy training--tactics for identifying the topic and main idea of paragraphs, as well as metacognitive strategies for checking main idea hypotheses; (2) classification training--instruction and practice in classifying words, phrases, and sentences under appropriate topics; (3) a combination of classification and strategy training; and (4) practice only (control group). All instruction was carried out via the computer. The results indicated significant effects of strategy training on the students' ability to identify the main idea in paragraphs about the training content and in paragraphs about new content. Classification training showed positive effects on paragraphs about the training content, but the effect did not transfer to new content. Results suggest that comprehension strategies and metacognitive strategies can effectively improve remedial readers' abilities to identify the main idea of expository paragraphs. (NKA)

ED 297 321 CS 211 211

Jeffers, Dennis W.
Service Journalism in the Association Magazine: A Case Study of the "Angus Journal."
PUB DATE- Jul 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Content Analysis; *Journalism; Media Research; *Periodicals; Professional Associations; *Reader Response
IDENTIFIERS- Angus Journal; *Association Magazines; Journalism Research; Magazine Subscribers; Reader Preferences; *Readership Analysis; Service Journalism
Examining the role of service journalism in association magazines (magazines focusing on technical and educational information relating to specific practices of association members), a case study of the "Angus Journal" (a monthly magazine devoted to the beef breeding industry) investigated the problem of determining the amount of service content needed to involve readers, feature stories and personality profiles to add human interest, and association news to inform members about the organization. Based on focus group/personal interviews and concerns of the "Angus Journal" staff, a mail questionnaire was developed and distributed to a national sample of readers in the spring of 1987, with 513 readers responding. Results indicated that there was a definite hierarchy of reader preferences regarding magazine content. Service content, in the form of management information, had the highest reader preference. Also, although patterns of content preferences and actual readership were not uniform, findings showed that if an association member was a heavy reader of one type of content, he or she tended to be a heavy reader of other content types as well. (Five tables of data are included.) (MM)

ED 297 393 CS 506 291

Byers, Peggy Yuhas; Wilcox, James R.
Focus Groups: An Alternative Method of Gathering Qualitative Data in Communication Research.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; *Data Collection; Data Interpretation; Discussion Groups; Interviews; *Qualitative Research; Research Methodology
IDENTIFIERS- *Focus Groups Approach
Communication scholars should be skilled in the use of focus groups in communication research and in interpreting the data this approach generates. The focus group is a discussion group that concentrates on a particular topic or topics and typically consists of eight to 12 participants. The group is facilitated by a moderator who follows a relatively unstructured interview guide and plays a key role in the success of the group. Focus groups can provide: (1) data which is not obtainable through paper and pencil self-report measures or observational measures; and (2) the opportunity to obtain data which is not necessarily germane to any particular group or setting. This provides qualitative information to expose underlying attitudes, opinions, and behavior patterns. The advantages of focus groups are the release of inhibition by the participants, the generation of a wide range of responses, and the creation of a valuable source of exploratory information when little is known beforehand about the researcher's topic of interest. The disadvantages are the interviewee's responses toward the interview situation itself, the concept of social desirability, and biased results. In three specific applications of focus group methodology (two doctoral dissertations and an organizational communication consulting project) and much other communication research, the focus group appears to be the "best," if not the only way, of obtaining the data to achieve the research objective. (Eighteen references are appended.) (MS)

ED 297 407 CS 506 307

Curtis, Dan B.; And Others
A Survey of Business Preferences for College Grads.
PUB DATE- 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Administrator Qualifications; *Business Skills; *College Graduates; Communication Research; *Communication Skills; *Employment Opportunities; *Employment Qualifications; Higher Education; Job Performance; Listening; Speech Communication
IDENTIFIERS- *Management Skills
To answer questions regarding what factors contribute most to job search success in business and a business career, what specific courses contribute most to career success, and what would be the basic skills of an ideal manager, a study assessed the relative importance of various factors, skills, and courses in the hiring and advancement of employees of business, industrial, and governmental agencies based in the United States. Answers to a survey questionnaire, sent to 1,000 personnel managers listed as members of The American Society of Personnel Administrators in the United States, included 428 useable responses. Results indicate that the skills most valued in the contemporary job-entry market are communications skills (including oral communication, listening, and written communication). (Four tables of data are included, and 14 references and a questionnaire are appended.) (MS)

ED 297 422 EA 020 097

Stickney, Benjamin D.; Fitzpatrick, Jody
Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.
PUB DATE- Apr 87
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, March 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Economically Disadvantaged; Elementary Secondary Education; *Equal Education; *Family Environment; *Socioeconomic Status
IDENTIFIERS- *Coleman (James S); *Colorado
In 1966, James Coleman's massive American schooling survey concluded that family background was principally associated with the existing inequities in cognitive achievement. Coleman's conclusion about schooling's minimal influence on academic performance violated an educational consciousness viewing school as the "great equalizer." Two decades after the Coleman Report, this paper explores schools' compensation for class-related inequalities by reviewing the effectiveness of federal egalitarian educational programs and by describing one state study of the relationship between various environmental variables and pupil achievement. Part I addresses three assumptions underlying the rationale for compensatory education in the early 1960s: (1) the total environment profoundly influences measured intelligence and school achievement; (2) schools are part of the total environment; and (3) improved schooling for disadvantaged children could compensate for inadequacies in measured intelligence and scholastic achievement caused by environmental deficiencies. After reviewing research since 1966, the paper focuses on the issue of sustaining effects. Apparently, a "fade out" of early gains is a continuing problem. Part II describes a Colorado survey for third-, sixth-, ninth-, and eleventh-grade levels using regression analysis techniques. Results suggest that school-related variables do influence achievement, but their impact is restricted to the lower grades--perhaps due to a strengthening of peer and community mores during adolescence. Similar to Coleman, the current survey finds family variables more related to achievement than are school variables. Included are 80 references. (MLH)

ED 297 452 EA 020 196

Englund, Tomas
Curriculum as a Political Problem: A Historical Perspective.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizenship Education; Democratic Values; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Epistemology; *Foreign Countries; *Foundations of Education; *Marxian Analysis; *Politics of Education; *Public Education; Relevance (Education)
IDENTIFIERS- *Sweden
This study sets out to examine fundamental aspects of citizenship education in Swedish schools, based on the theory that, in a democracy with a system of compulsory public education, curricula are the products of political compromise, accommodating the aims of several different groups. From this perspective, the school as an ideological state apparatus at once has a cohesive function, yet it allows scope for different interpretations of curriculum aims, and hence for change. The study is accordingly concerned with overriding school objectives and certain determinants of teaching content relating to the transmission by schools of views of society and knowledge, as embodied in citizenship education. After a background discussion of this theoretical perspective, the study begins with a historical review of the school reforms of 1918-19 and the civic curriculum code. The determinants of the content of citizenship education are analyzed next, followed by a discussion of the patriarchal, scientific-rational, and democratic premises of the civic curriculum code. References are included. (TE)

ED 297 482 EA 020 381

Hart, Thomas E.
Building Coalitions for Support of Schools.
Oregon School Study Council, Eugene.
PUB DATE- Sep 88
NOTE- 37p.
AVAILABLE FROM- Publication Sales, OSSC, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; $2.00 handling charge on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Citizen Participation; Community Cooperation; *Community Involvement; Community Organizations; *Community Support; *Cooperative Planning; Coordination; *Educational Cooperation; Elementary Secondary Education; Governing Boards; School Business Relationship; *School Community Relationship; *School Support; State School District Relationship

Public education today involves various citizen groups, state agencies, service organizations, interest groups, institutions of higher education, and other constituencies who influence policies and assist districts with finances, materials, and personnel. This bulletin discusses strategies for organizing these groups into a coalition that coordinates their various activities. The first section defines coalitions, describes their types, and presents a rationale for establishing a coalition of outside groups to support a school district. The second section discusses steps to take in the formation of coalitions: identifying the need, initiating the coalition, and setting up a governing board. The third section provides suggestions for the effective operation of coalitions, including strategies for dealing with conflict and for clear communication between district and coalition. The final section provides the following examples of coalitions in action: (1) Adopt-a-School Program; (2) Career Awareness through Mentors; (3) Outreach to Senior Citizens; (4) Small Grants Programs; (5) Fund-Raising for the Coalition; (6) Public Awareness Campaign; and (7) Miscellaneous Projects. Appended are the addresses of organizations cited in the bulletin, references, and a list of persons interviewed. (TE)

ED 297 120 CE 050 617

Research Advances in Aging 1984-1986.
National Inst. on Aging (DHHS/NIH), Bethesda, MD.
REPORT NO.- NIH-87-2862
PUB DATE- Mar 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; *Adult Education; Adults; Agency Role; *Aging (Individuals); *Allied Health Occupations Education; *Biomedicine; *Educational Research; Individual Characteristics; *Older Adults
IDENTIFIERS- National Institute on Aging

The National Institute on Aging (NIA) has, for the past several years, focused attention on a wide range of clinical problems associated with aging, including falls and gait disorders, bone fractures, urinary incontinence, and hypertension. Understanding the causes of and exploring possible treatments for Alzheimer's disease has been another of the institute's high-priority areas. Institute-sponsored research on the mechanisms of aging has focused on molecular genetics. Another important area in which the NIA has actively supported research is that of the ways in which psychological and social processes interact with physical processes in older age. The following are some highlights of recent NIA-supported research: transplanted brain cells enhance memory and reverse learning deficits in animals, increased calcium concentrations boost learning in aged rats, high blood pressure is linked to memory impairment, increased periods of chronic illness accompany longer lifespans, living alone does not lead to isolation for many older people, early retirement is influenced by type of occupation, older people hear better using touch, and human factors research offers practical approaches to everyday problems of older people. (MN)

ED 297 135 CE 050 633

Harris-Worthington, Philip

Back to the Future: A Study of Short-Term Adult Residential Education.

Hill Residential Coll., Abergavenny (Wales).
PUB DATE- 87
NOTE- 45p.; Paper presented at the Annual Conference of Principals of Short-Term Adult Residential Colleges (Devizes, Wiltshire, England, May 1987).
AVAILABLE FROM- The Hill Residential College, Pen-y-pound, Abergavenny, Gwent, NP7 7RP Wales (2.00 pounds plus 30 pence postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Programs; *College Programs; Educational History; Educational Needs; Foreign Countries; Futures (of Society); Postsecondary Education; *Program Content; Program Costs; *Program Development; Program Improvement; *Residential Colleges; Weekend Programs
IDENTIFIERS- *Great Britain

Short-term adult residential education in Great Britain began as several experimental programs in the 1910s and began to be extensively developed in the mid-1940s. Great hopes were expressed that residential adult programs would become a key component in the adult education system and much was written about developing a unique mission and standards for short-term adult residential education (particularly by Guy Hunter, the first warden of a major residential program). By the mid-1950s, however, most short-term residential colleges had gravitated toward the policy of running vocational courses during the midweek period followed by cultural courses from Fridays to Sundays for the general public. Today's short-term residential colleges are much like their 1950s counterparts except for the fact that an even greater emphasis is given to nonvocational coursework. Many short-term colleges have also improved their offerings in terms of the facilities provided. Recognizing their particular financial vulnerability, many of these colleges have cultivated a middle-class image and become adept at adjusting their curricula to meet changing client demands and interests. Another possible course of action for these institutions is to regionalize their programs. (MN)

ED 297 176 CE 050 698

Participation of Handicapped in Apprenticeship: The State-of-the-Art.
National Association for Industry - Education Cooperation, Buffalo, N.Y.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 89p.
GRANT- G0085351137
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; *Apprenticeships; *Demonstration Programs; *Disabilities; Educational Opportunities; Educational Policy; Educational Practices; Education Work Relationship; *Enrollment Trends; Outreach Programs; *Participation; Program Content; Research Needs; Special Programs; State of the Art Reviews; Transitional Programs

A study examined the participation of handicapped individuals in apprenticeship programs. Data for this state-of-the-art review were gathered from an extensive review of the existing literature, interviews, mail and telephone surveys, site visitations, and structured meetings. It was found that the number of handicapped persons participating in apprenticeship represents less than 2 percent (and very probably less than 1 percent) of the total apprentice population. Education and rehabilitation professionals tend to relate the factors facilitating or acting as barriers to disabled persons' participation in apprenticeship to systemic features of the apprenticeship system. On the other hand, representatives of apprenticeship tend to see these same factors more in terms of the characteristics of individuals and requirements of the trades. The information (both statistical and descriptive) available on handicapped persons' participation in apprenticeship is limited, anecdotal, and related primarily to special projects. Four successful apprentice programs including disabled persons were documented. A strong effort in public relations is needed to inform employers, union leaders, parents, and the general public of opportunities for handicapped persons in apprenticeship. Fifty references are cited. (Appendixes include lists of key federal and state agencies and national and international organizations concerned with apprenticeship and education and training for handicapped persons.) (MN)

ED 297 292 CS 009 244

Ketcham, Clay A., Ed.
Proceedings of the College Reading Association, Volume 10, Fall 1969.
College Reading Association.
PUB DATE- 69
NOTE- 229p.; For other documents in this series, see CS 009 235-245.
Small print.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Programs; Higher Education; Inservice Education; Interdisciplinary Approach; Learning Problems; Phonics; *Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Programs; Reading Research; Reading Teachers; Secondary Education; Study Skills; Teacher Education; Two Year Colleges; Vocabulary Development
IDENTIFIERS- *College Reading Association

The proceedings of the twelfth annual meeting of the College Reading Association (with a focus on "Reading: Today's Needs, Tomorrow's Challenges") consisted of the following papers: "President's Address" (J. R. Newton); "Structure, Stricture in Reading Programs" (M. J. Weiss); "Why Use Informal Reading Inventories" (J. P. Kender); "Some Considerations in Establishing a College Reading Program" (W. Q. Davis); "Listening--A Silent Partner in Learning" (D. S. Leeds); "Some Characteristics of the Disabled College Reader" (D. J. McGinnis); "Interdisciplinary Approach to the Diagnosis of Severe Reading Disability" (J. C. Abrams); "Preparation of Reading Teachers for Junior Colleges (L. R. Cooper); "Who Assesses Reading Progress?" (R. A. Ironside); "Principles of Self-Reward for Study Skills" (D. M. Wark); "The Strategy Involved in the Teaching of Reading at Junior College and University Levels" (H. L. J. Carter); an abstract of "Oral Reading Patterns among Subgroups of Urban Disadvantaged" (L. M. Kasdon); an abstract of "Residential Segregation and Reading" (S. Sardy); "Emphasizing Language Development" (D. D. Sullivan); "The Voice of Authority: Fallacy and Phonics Instruction" (H. Newman); "Language Barriers of the Culturally Different" (P. C. Berg); "Effective Inservice Programs" (R. L. Byrne); an abstract of "Cooperative Inservice Programs" (J. R. Layton); "Implications of Early Stimulation for Teacher Education in Reading" (G. E. Mason); "Why Should I Read?" (D. L. Cleland); "Skills and Content--Taught Separately or Together?" (D. L. Shepherd); an abstract of "Educated Adult Reading Programs: What's Needed" (A. J. Lowe); "Qualifications and Preparation of Personnel in College Reading Programs" (C. R. Colvin); "Reading as a Facet of Human Development" (P. E. Stanton); "Evaluation of Cases of Learning Difficulties" (E. Foxe); "Classroom Practices for Culturally Disadvantaged College Students" (G. O. Phillips, Sr.); "Perceptive Reading Instruction" (E. M. Ladd); an abstract of "The Development of Comprehension Skills--An Inservice Strategy" (M. Carvo); an abstract of "Inservice Education Programs for Public School Teachers" (B. J. Ward); "Parents: The Missing Ingredient in Teacher Education" (V. M. Rentel); "An Interdisciplinary Approach to Teaching Reading" (S. J. Rauch); "Methods and Materials Used in a Successful Junior College Reading Program" (I. Freer); "Problems and Communication Programs in Community Colleges and Technical Institutes (J. M. Sawyer); and "Phonics: An Appraisal of Some Classroom-Tested Techniques" (J. E. George). (MS)

ED 297 306 CS 009 261

Guenther, Joseph W.; Anderson, Thomas H.
Studying Hard for a College Level Geography Course: A Case Study.
PUB DATE- 87
NOTE- 14p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the College Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Cognitive Psychology; Community Colleges; Educational Research; Encoding (Psychology); *Geography Instruction; *Learning Strategies; *Study Skills; Two Year Colleges
IDENTIFIERS- Self Monitoring
In an attempt to study strategies that college students use to attain high marks in a difficult course, a community college study skills instructor enrolled in a regional geography course and monitored the strategies he used to study for the course. The goals of the study were to determine how knowledge of the criteria was gained, how attention was focused on the textbook, and what kinds of encoding activities were used. Findings showed that the instructor employed traditional techniques to help remember the material, such as memorization, repetition, and rehearsal. The conclusion was that each studying context presents a set of clues that can enable the student to acquire knowledge about the criterion events, focus attention on relevant text information, and engage in encoding activities. (Fifteen references are appended.) (MS)

ED 297 349 CS 211 409

Rationale and Content for English-Language Arts. Survey of Academic Skills: Grade 12. Preliminary Edition.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0714-8
PUB DATE- 87
NOTE- 49p.
AVAILABLE FROM- Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($1.50, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Content Area Reading; *Editing; Educational Assessment; *Evaluation Methods; Grade 12; High Schools; Language Arts; Reading Comprehension; *Reading Tests; *Student Evaluation
IDENTIFIERS- California Assessment Program
As a preliminary version of the rationale and content for the English-language arts portion of the "Survey of Academic Skills: Grade 12," this booklet describes elements of the new reading and editing tests to be used to complement a direct writing assessment in this part of the 1987-88 California Assessment Program (CAP). After a brief introduction outlining the CAP (including the "English-Language Arts Framework" and the "Model Curriculum Standards, Grades Nine through Twelve" developed by the California State Department of Education), the booklet describes the reading and editing tests in detail, noting special features of each test. Scoring categories are also defined for each test. Three illustrative reading and editing test forms--covering the topics of history-social science, science, and literature--are included. Each topic section provides a reading passage and attendant items, and a student essay toward which the editing items are directed. (MM)

ED 297 365 CS 211 438

Lightfoot, Martin, Ed.; Martin, Nancy, Ed.
The Word for Teaching Is Learning: Essays for James Britton.
Heinemann Educational Books, Ltd., London (England).; National Association for the Teaching of English (England).
REPORT NO.- ISBN-0-86709-237-8
PUB DATE- Sep 88
NOTE- 300p.
AVAILABLE FROM- Heinemann Educational Books, 70 Court St., Portsmouth, NH 03801 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Foreign Countries; Language Acquisition; *Language Role; Language Usage; Learning Processes; Linguistics; Literacy; Reader Text Relationship; Teacher Role; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Britton (James); Great Britain
Reflecting the influence of James Britton in the field of language and learning, this book--a collection of essays by researchers and practitioners in the area of language and learning--focuses on recent issues of language development in learning. The book contains the following 27 essays: (1) "Social Interaction as Scaffold: The Power and Limits of a Metaphor" (Courtney Cazden); (2) "Knowledge as Action" (Douglas Barnes); (3) "Learning Listening" (Gordon Pradl); (4) "Drawing a Story: Transitions between Drawing and Writing" (Myra Barrs); (5) "Stories at Home and at School" (Henrietta Dombey); (6) "How Texts Teach What Readers Learn" (Margaret Meek); (7) "I wanna write jes like in dat book!": Talk and Its Role in the Shared Journal Experience" (Amanda Branscombe and Janet Taylor); (8) "Places for Evolving Autobiography: English Classes at Work in the Curriculum (Claire Woods); (9) "On Difference: Cultural and Linguistic Diversity and English Teaching" (Tony Burgess); (10) "Reality, Play and Pleasure in English" (Peter Medway); (11) "Doing Things with Language: Skills, Functionalism and Social Context" (Mike Torbe); (12) "Stories of Stories: Footnotes on Sly Gossipy Practices" (Harold Rosen); (13) "The Enterprise We Are Part of: Learning To Teach" (Arthur Applebee); (14) "Institutionalizing Change: The Problem of System Beliefs" (Don Rutledge); (15) "Negotiating the System: A Letter to James Britton" (Garth Boomer); (16) "Teaching English as a Rehearsal of Politics" (Martin Lightfoot); (17) "Starting a School: Learning with Jimmy Britton" (Merlyn Rees); (18) "Books of Verse and Books of Stories" (Mary Worrall); (19) "James Britton and Poetry" (Nancy Martin); (20) "James Britton at the London Institute of Education" (Denis Lawton); (21) "Jimmy Britton and NATE" (Bill Mittins); (22) "Jimmy Britton and Linguistics" (Ian Pringle); (23) "Dartsouth" (W. W. Douglas); (24) "A Community of Inquiry: James Britton and Educational Research" (Janet Emig); (25) "Teachers Learning about Learning" (Pat D'Arcy); (26) "And Gladly Learn" (Margaret Gill); and (27) "A Centre of Influence" (Merron Chorny). (MM)

ED 297 379 CS 506 253

Yoder, Sharon Logsdon; Brenner, Donald J.
The Rhetoric of Retrenchment: Themes and Values as Dimensions in an Interpretive Approach to Organizational Conflict.
PUB DATE- May 86
NOTE- 48p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Study partially funded by Graduate Studies Center, School of Journalism, University of Missouri-Columbia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Organizational Climate; *Organizational Communication; Organizational Theories; *Retrenchment
IDENTIFIERS- *Communication Behavior; Communication Patterns; Communication Strategies; *Conflict Management; Organizational Culture
What characterizes the public communication behavior of members of an organization during the manifest stage of organizational conflict? To examine this issue, a study content-analyzed themes and values expressed in 212 news articles, editorials, and letters to the editor published by two community newspapers during a major public university's retrenchment debate. These statements were coded in five categories: financial, humanitarian, state and society, academic, and political. Value statements were coded in 20 categories, and further classified into four groupings: traditional academic values, interaction values, operational values, and environmental values. The debate was characterized by political theme statements, while themes of substance and those related to the particular organizational enterprise were submerged or decreased over the three-month period of debate. Values expressed in organizational members' statements reflected a similar pattern: organization-specific values were less frequently used and isolated in a linkage application of results. Environmental, interaction, and operational type values formed the character of the debate and provide potential application to communication in conflict situations in other organizations. Further, the values expressed by faculty, staff and students in the conflict (ranked by frequency of appearance in press coverage) had a near-zero correlation with identical values as ranked several years earlier in a survey inventory of the same population at the same university. (Five figures and eight tables of data are included, and 17 references are attached.) (SR)

ED 297 437 EA 020 156

Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-035
PUB DATE- Apr 88
NOTE- 8p.; The data series on which information is based is identified as "DR-CCD-86/87-2.1".
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Education Service Centers; Elementary Secondary Education; Government Publications; *Public Schools; *Regional Schools; *School Districts; *School Statistics; State Departments of Education; *State Schools; Tables (Data)
IDENTIFIERS- *Federal Agencies

The data presented in this report are from the 1986-87 school year public education agency universe survey of the Common Core of Data conducted annually by the Center for Education Statistics. Data for this report were provided by state education agencies from their administrative records. Six tables show the number and percentage of public elementary/secondary education agencies and school districts by state, type and size of agency, membership size, and grade span. Among the highlights are the following: (1) about 92 percent of all public education agencies are regular elementary and/or secondary school districts, as opposed to special purpose education agencies; (2) the median size of an education agency ranges from a low of 28 students in Nebraska to a high of 11,896 in Maryland; and (3) the largest 173 regular school districts served 27.9 percent of the national total number of students, while the 4,071 smallest school districts served 1.4 percent of all students. (MLF)

ED 297 106 CE 050 594

Shimada, Shuichi
Present Issues and Interests on the Study of the History of Adult Education in Japan.
PUB DATE- Jul 86
NOTE- 11p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; Comparative Education; *Definitions; Developed Nations; *Educational History; *Educational Philosophy; Educational Policy; *Educational Trends; Foreign Countries; Futures (of Society); *Government Role; High School Equivalency Programs; Nonformal Education; Policy Formation; Postsecondary Education; Public Policy
IDENTIFIERS- *Japan

Issues being discussed at present among historians of adult education in Japan include the following: (1) the concept of adult education; (2) the periodical demarcation of the history of adult education; and (3) by whom adult education has been organized up to the present and should be in the future. Scholars debate the concept of adult education, trying to determine a definition and parameters. Some think that the term "adult education" should be used, whereas others prefer "social education" and/or "self-directed learning." In terms of historical periods of adult education in Japan, some historians group it from the point of view of the development process of the law and regulation system, others from the point of view of political and economic policies of the central government, still others from the point of view of the development process of people's self-consciousness of their right to education, and a fourth group, from the point of view of the development process of adult education activities as a whole, both official and nonofficial. The periods before and after World War I and II also serve as demarcation points for some historians. Finally, historians discuss whether adult education has been mainly self-organized or directed by the government, with many believing that self-directed learning is to be preferred, with the government providing support but not regulation. (KC)

ED 297 162 CE 050 681

Sutphin, Dean, Comp.
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1986-1987.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
PUB DATE- Feb 88
NOTE- 156p.
AVAILABLE FROM- Department of Education, Cornell University, 302 Roberts Hall, Ithaca, NY 14850 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Agricultural Education; Educational Development; *Educational Research; Educational Resources; Program Descriptions; Program Evaluation; Program Implementation; *Research and Development; *Research Projects

This collection contains abstracts of research projects in agricultural education completed from September 1, 1986, to August 31, 1987. Abstracts on a wide array of subjects are arranged by state and indexed by both author and subject. Another section lists titles of research in progress also arranged by state. A total of 166 research abstracts of staff studies have been printed. Of this number, 96 abstracts are of master's papers or theses, 35 abstracts are of doctoral dissertations, and 35 abstracts are of other staff studies. Twenty-five institutions from 23 states contributed to this volume. ERIC accession numbers for previous regional and national summaries are included near the end of the document, along with a listing of previous national editors. (KC)

ED 297 222 CG 020 996

Holland, Wendy; And Others
Death Anxiety and Religiosity among an Older Adult Population.
PUB DATE- Mar 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Beliefs; *Christianity; *Death; *Life Satisfaction; *Older Adults; *Religious Factors; Retirement
IDENTIFIERS- Born Again Christians; *Death Anxiety
One of the most significant factors in accounting for death attitudes is religious beliefs, yet this factor has been little studied or understood. This study examined the relationship between death anxiety, religiosity, and life satisfaction among a sample of retired older individuals. Sixty retired subjects between the ages of 60 and 84 years were administered Faulkner and DeJong's Religiosity scale, the Templer-McMordie scale to measure death anxiety, and the Life Satisfaction Index A. Subjects also reported their religious affiliation and identified themselves as Christians, non-Christians, or Born Again Christians. Data were analyzed using both bivariate and multiple regression analyses. Findings revealed that subjects who labeled themselves as Born Again Christians scored significantly lower on death anxiety than did subjects who described themselves as Christians, but not Born Again. Additionally, lower religiosity scores were significantly correlated with higher death anxiety. Finally, more conservative/fundamentalist subjects had significantly lower death anxiety scores than did other subjects. Multiple regression analysis yielded a significant multiple R for death anxiety scores including denominational affiliation and three scores from the religiosity measure. (Author/NB)

ED 297 236 CG 021 018

Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, One Hundredth Congress, First Session (September 11, 1987).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 88

NOTE- 269p.; Serial No. 100-51.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Delinquency; *Delinquency Prevention; *Federal Legislation; Hearings; Justice; Juvenile Courts; *Youth Problems

IDENTIFIERS- Congress 100th; *Juvenile Justice Delinquency Prevention Act 1974; *Reauthorization Legislation

This document presents witnesses' testimonies and prepared statements from the first of a series of Congressional hearings on the reauthorization of the Juvenile Justice and Delinquency Prevention Act. Opening remarks are included from Representatives Dale Kildee, Augustus Hawkins, Thomas Tauke, and Thomas Sawyer. Issues are raised about the jail removal mandate, the violent and repeat offender problem, minority incarceration, the valid court order, and the distribution of funds and special emphasis grant priorities. Witnesses providing testimony include: (1) Barry Krisberg, president, National Council on Crime and Delinquency; (2) Richard Gardell, steering committee member, National Coalition of State Juvenile Justice Advisory Groups; (3) Gerald Radcliffe, chairman, Legislation and Governmental Regulations Committee, National Council of Juvenile and Family Court Judges; (4) Luke Quinn, chairman, Juvenile Justice Subcommittee, National Association of Counties; (5) James W. Brown, project director, Community Research Associates, Champaign, Illinois; (6) Guy Fournier, vice chair, Children and Family Council for Prevention Programs, Hyde Park, Vermont, accompanied by youth member Christopher Fleury; (7) Augustine Baca, executive director, Youth Development, Inc., Albuquerque, New Mexico; and (8) Beth Farnbach, executive director, Temple-Leap, Philadelphia, Pennsylvania. Prepared statements, letters, and supplemental materials are included. (NB)

ED 297 279 CS 009 231

High Expectations Reading Program, McAllen Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).
Texas Education Agency, Austin.
PUB DATE- 88
NOTE- 7p.; For another document in this series, see CS 009 230.
AVAILABLE FROM- Publications Distribution, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Elementary Education; *Instructional Innovation; *Program Descriptions; Program Effectiveness; *Reading Instruction; *Reading Material Selection; *Reading Programs; Teaching Methods
IDENTIFIERS- *High Expectations Reading Program

Designed for the special needs of students reading below grade level at Juan Seguin Elementary School (Texas), this pamphlet presents an overview of the High Expectations reading program. The pamphlet identifies whole group instruction as the primary instructional method, although small group instruction is delivered when necessary. An effective practice reported in the pamphlet is having teachers write many of the reading materials for their classes with input from both parents and students in order to design creative class activities. The pamphlet argues that these changes allow for more direct instruction time, more focused planning time, more student-teacher interaction, closer supervision, increased feedback from independent practice, and also give teachers more time to plan instruction because of the focus on one level per class instead of three or four. The pamphlet states that the Texas Education Agency has selected this alternative approach to reading as one of six exemplary and innovative programs that address basic educational needs. (RS)

ED 297 335 CS 211 395

LePaglia, Nancy
The Missing Majority, Part II: The Community College in American Fiction.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988). Some pages contain light print which may not reproduce well. For related document, see ED 276 464.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Community Colleges; Elitism; *Fiction; Institutional Characteristics; Literature Appreciation; Reputation; *School Attitudes; School Demography; *Social Bias; Social Status; Two Year Colleges; Two Year College Students
IDENTIFIERS- Faculty Status; Literary Settings
More than one-half of all college students in the United States and nearly half of all college faculty attend or work at two-year colleges, yet references to them in American fiction are few and far between and usually derogatory. Examples used in an earlier paper on this topic are Bobbie Ann Mason's "Shiloh," Susan Fromberg Schaeffer's "Falling," Joyce Carol Oates's "Thea," Gloria Naylor's "The Women of Brewster Place," and T. Glen Coughlin's "The Hero of New York." In all of these works the community college student or teacher is either bored or depressed or, in one case, chooses to attend a community college specifically because it lacks status. Some positive characterizations have appeared recently: a CBS television movie "Nobody's Child"; Lynn Siefert's play "Little Egypt"; and the novels "Oral History" by Lee Smith, "Miami Blues" by Charles Willeford, and "Raney" by Claude Edgerton. But negative depictions continue, Lorrie Moore's "Anagrams" and Jill Eisenstadt's "From Rockaway" being recent examples. Reasons for the near invisibility of two-year college persons in American popular culture are the relative newness of two-year colleges, their lack of glamor due to the low economic status of their membership, and intellectual snobbery toward institutions which must accept every applicant. (A 13-item bibliography is attached.) (MHC)

ED 297 468 EA 020 249

Luseders, Wayne J.
Recruiting and Selecting a Superintendent.
Iowa Association of School Boards, Des Moines.
PUB DATE- 86
NOTE- 60p.
AVAILABLE FROM- Publication Sales, Iowa Association of School Boards, Insurance Exchange Building, 505 5th Avenue, Des Moines, IA 50309-2316 ($9.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Qualifications; *Administrator Selection; *Board of Education Policy; *Board of Education Role; Consultants; Elementary Secondary Education; Interviews; Recruitment; School Districts; School Support; *Superintendents
IDENTIFIERS- Iowa
This manual is a resource document and guide for school boards to use in recruiting and selecting a superintendent. The material provides a basis to first identify the critical decisions that need to be made and, second, to consider alternatives or options to each of the major decision areas. The following factors are discussed: (1) the board's role in recruiting; (2) the public's involvement; (3) alternative selection resources such as consultants; (4) a planning outline sample; (5) an evaluation of school district's needs; (6) qualifications for superintendent; (7) internal promotion possibilities; (8) recruitment of candidates; (9) screening process; (10) the interview; (11) community visits; (12) the selection process; and (13) Iowa Public Records Law/Open Meetings Law. Appended are a superintendent job description and forms for application, assessment, and contracts. (SI)

ED 297 192 CE 050 730

Gaston, Nancy; Daniels, Patricia
Guidelines: Writing for Adults with Limited Reading Skills.
Food and Nutrition Service (DOA), Washington, D.C.
PUB DATE- Feb 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Content Analysis; Difficulty Level; *Expository Writing; *Functional Reading; *Instructional Materials; *Material Development; Readability Formulas; Reading Comprehension; *Writing Skills
This guide is intended for use in developing informational materials intended to be read by adults with limited reading skills. Most of the examples used throughout the guidelines relate to food and nutrition; however, the concepts they illustrate are applicable to any topic. The following topics are covering: knowing a written message's intended audience; deciding on and organizing the message to be conveyed; writing the message (tips on using words, writing sentences and paragraphs, and using headings); using illustrations to support the message; formatting to get attention (tips on design and layout, lettering, and visual design); pretesting before production; using a checklist for written materials; and using word lists and readability formulas. A list of selected references and user evaluation form are also included. (MN)

ED 297 322 CS 211 335

Rosu, Anca
Pragmatics and the Teaching of Writing.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Context; *Cultural Differences; Higher Education; *Language Usage; Pragmatics; *Teacher Attitudes; *Writing Difficulties; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Cross Cultural Teaching; Writing Attitudes
Shirley Brice Heath's "Ways With Words," which deals with cultural differences and shows ways to negotiate a translation of culture, can be used to formulate a pedagogy which alerts students to cultural differences and encourages students to fit their own culturally inherited logical structures and personal styles into a rhetoric which also fulfills the requirements of academic exposition. According to H. P. Grice, there are two kinds of meaning: the semantic, abstract one, and the one intended by the speaker which must be recognized by the receiver of the message. Heath's research, carried out in two communities in the Carolinas, one black and one white, revealed: that an understanding of students' backgrounds can help them to be reached; and that a cultural heritage can be translated into the terms of a school's standards rather than being completely eradicated. At the college level, problems arise not only from the cultural differences of a heterogeneous student populace, but also from different conceptions of the function, the usage, and the beauty of language. When teachers of writing try to make students write correctly, the teacher may change a whole complex of beliefs, values and habits of mind, perhaps affecting profoundly the students' sense of identity. A better method might be to let the teacher be taught to a certain extent, to accept as much as to offer, to educate better writers by becoming a more receptive reader. (RAE)

ED 297 408 CS 506 308

Hanson, Colan T.
What Are the Options: The Philosophy of Using Ballots.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; *Judges; Persuasive Discourse; Secondary Education; *Speech Communication; Student Attitudes; Theories
IDENTIFIERS- *Debate Coaches; *Debate Tournaments
This paper explores a philosophical framework for using the ballots which a contestant receives as part of one's participation in a forensic tournament. The central thesis of this theoretical article suggests that coaches need to prepare their students for the criticism they will encounter on judge ballots. The argument is made for establishing (1) a perspective for responding to criticism; (2) a procedure for reading the critical comments; and (3) a means of interpreting and classifying the comments of judges. The importance of the judge's functioning in the role of a critic-educator is emphasized in the paper as an intervening variable in deciding what use to make of tournament ballots. The paper concludes that if coaches choose to develop a plan for dealing with ballots, consideration ought to be given to developing a healthy attitude toward comments as a source of growth, as a tool of acknowledging one's successes, and as a means of gaining knowledge about one's self-concept. (MS)

ED 297 453 EA 020 197

Meiler, Hans N.
The Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developed Nations; *Educational Change; Elementary Secondary Education; *Failure; Foreign Countries; *Policy Formation; *Politics of Education; Program Implementation
IDENTIFIERS- *France; *West Germany
As this paper demonstrates, studying abortive educational reforms reveals a great deal about the complex political dynamics involved in making (and unmaking) key policy decisions. Using case studies of France and West Germany, the paper argues that the state in advanced industrial countries tends to maximize the political gains derived from designing and appearing to implement reforms while minimizing political costs. This situation is attributed to the erosion of the state's legitimacy and to the vulnerability of the state's authority where education is concerned. The case of West Germany centers on attempting to introduce a comprehensive postelementary education system in lieu of the traditional three-tiered system. The case of the Fifth Republic of France (since 1958) is more difficult and diffuse, with projects aimed in various directions over the years. The central tendency was to overcome or reduce the internal stratification in secondary schooling. This paper explains each case, advances the theoretical argument concerned with state authority, and shows how the two cases support the design of educational reforms as a much less hazardous and more advantageous proposition than their implementation. France and West Germany hold no monopoly on the politics of nonreform in education; reforms elsewhere are also withering on the vine as rhetoric enlarges and financial capability decreases. Included are 32 references. (MLH)

ED 297 091 CE 050 566

Literacy Program. National Issues Forums Special Report.
National Issues Forums, Dayton, OH.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Literacy Education; *Program Development; *Program Effectiveness; *Public Policy
IDENTIFIERS- *National Issues Forum

In the spring of 1988, 33 representatives from 20 institutions or organizations sponsoring National Issues Forum (NIF) literacy programs attended a national conference in Washington, D.C. Throughout the conference, representatives from the organizations sponsoring NIF literacy programs made statements on the importance of NIF as a tool for learning basic skills and as a means of giving citizens who would otherwise be left out the nation's public policy debate a chance to take part in it. Updates were presented on NIF literacy programs for English-as-a-second-language, adult basic education, and General Educational Development program students on three topics: "Freedom of Speech: Where To Draw the Line," "The Superpowers: Nuclear Weapons and National Security," and "The Trade Gap; Regaining the Competitive Edge." (This document includes brief reports on the NIF forums held in the following locations: Brooklyn, New York; Port Washington, New York; Mound, Minnesota; Mt. Vernon, Georgia; Los Lunas, New Mexico; South San Francisco, California; Anoka County, Minnesota; and Shakopee, Minnesota. (MN)

ED 297 121 CE 050 618

Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Communication Skills; *Community Involvement; *Cooperative Planning; *Family Life Education; *Home Economics; Leadership; *Parent Participation; Parent Teacher Cooperation; Participative Decision Making; Program Development; *Public Relations; Recruitment; Secondary Education; Student Participation; Teacher Role; Teamwork

This guide is intended to assist teachers and vocational administrators in getting parents, students, and members of the community at large to participate in the process of planning and developing a high-quality home and family life education program. The first section discusses the importance of teamwork among parents, students, school, and community and the role of the vocational home and family life teacher in facilitating such teamwork. The remaining sections deal with the following topics: advisory committees (key functions, membership, district support, management structure, member notebooks, school liaison and teacher roles, and general advisory councils); parent contact (home, worksite, school, and phone contacts and guidelines for parent contact letters); extended class learning (components, characteristics, and evaluation of extended class learning); leadership development (teachers as change agents, decision makers/problem solvers, and advisors); and community contact (purposes and benefits). Guidelines on how to be an effective communicator (discussing barriers to effective communication in schools and conditions for positive interactions between teacher and parent during home visits and parent contacts) are appended. (MN)

ED 297 149 CE 050 660

Kang, Suk; Bishop, John
Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Education; *Basic Skills; *Employment Level; High Schools; Labor Market; Models; *Noncollege Bound Students; *Outcomes of Education; Productivity; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES)

A study focused on the appropriate balance between academic and vocational education for those who intend to work rather than attend college after graduation. Two hypotheses were tested: (1) a high school curriculum that completely specializes in vocational education and ignores basic skills training will not be as effective as the one that provides both, and (2) for the non-college-bound student, vocational and academic education are complements rather than substitutes. This study used a subsample of the High School and Beyond data--students who graduated from high school in 1980 and did not attend college full time between June 1980 and February 1982. A preliminary analysis of the data was based on the cross tabulations of the three indicators of economic productivity--wage rate, number of months employed between 1980 and 1982, and earnings in 1981--by the number of vocational and academic courses taken. These tabulations suggest that vocational and academic courses may be complementary. An econometric specification of the model based on this observation allowed estimation of the degree of complementarity and the degree of decreasing returns from vocational and academic course work. Results showed that taking additional vocational courses is associated with small cutbacks in academic courses taken, but substantially high wage rates, employment, and earnings in the 18 months following graduation. It was concluded that a modest level of vocational course work produced greater benefit than total academic specialization, but taking more than three or four vocational courses sharply diminishes this benefit. (YLB)

ED 297 163 CE 050 684

Cameron, Walter A.
Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
PUB DATE- Aug 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Educators; Comparative Analysis; Corporate Education; *Educational Needs; *Human Resources; *Labor Force Development; Postsecondary Education; State Surveys; Statewide Planning; *Teacher Qualifications; *Teaching Skills; *Trainers
IDENTIFIERS- *Tennessee

The perceptions of 226 (of 262 contacted) industrial trainers in Tennessee were analyzed to identify the competencies needed by human resource specialists and to determine the competencies that need further development. Respondents were asked to provide various demographic data (including job title, formal education, military experience, amount of experience as a trainer, preparatory training possessed) and to rate the importance of 78 tasks typically performed by industrial trainers. More than 50 percent of the respondents reported performing 63 of the 78 training tasks studied. More than 50 percent rated the need for additional training as important for 69 of the 78 tasks. The degree to which different training tasks were performed varied by geographic area of the state, as well as by respondents' educational background (high school or associate degrees versus higher levels of educational attainment), military experience, and amount of time spent as a trainer. Respondents from companies where they were the only training specialist reported less need for additional training for three administrative tasks than did those from companies employing two to five specialists, and those with less experience reported a greater need for additional training. (MN)

ED 297 207 CG 020 980

Gold, Joshua M.
Children and Stress: Indications, Implications and Interventions.
PUB DATE- Nov 87
NOTE- 22p.; Paper presented at the Annual Canadian Guidance and Counselling Association Conference (Charlottetown, Prince Edward Island, Canada, June 1-4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Anxiety; *Children; *Coping; Depression (Psychology); Foreign Countries; Intervention; Psychological Patterns; *Stress Management; *Stress Variables
IDENTIFIERS- Canada
Stress is a part of the normal process of growing and developing for children. A stress situation is composed of anxiety and stress. If coping strategies are inadequate, depression can result. Four categories of stress include time, anticipatory, situational, and encounter stress. It is important to recognize unsuccessful defense mechanisms employed by children to try to deal with anxiety-provoking situations. These include repression, regression, projection, displacement, reaction formation, rationalization, denial, and identification. It is the child's individual perception that sets the tone and amount of stress in response to a particular event. A variety of techniques have been proven effective in helping children deal with stress, including yoga, deep muscle relaxation, and guided visual imagery. Adults should be aware of the stress in children's lives, and should assist in the development of positive coping strategems. (Appendices include a list of telltale signs of stress in children and two lists of potential stresses in a child's life.) (ABL)

ED 297 251 CG 021 033

Boyd, Patti A.
Career Development Needs of Students.
PUB DATE- May 88
NOTE- 14p.; Paper presented at the Annual Ohio Association for Counseling and Development (Columbus, OH, October 31-November 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; *College Students; *Counseling Techniques; *Decision Making; Higher Education; *Majors (Students); *Student Needs

Undecided college students, those students who have entered college without declaring a major field of study, make up a significant population. Counselors can help undecided college students by using a four-step career decision-making model, consisting of the steps of self-awareness, career information, decision-making, and an action plan. In the first step, students reflect upon themselves and generate self-information about their interests, values, skills and abilities, experiences, and personality characteristics. In the second step, students gather career information, such as the nature of work tasks, salaries, training pathways, employment outlook, work environment, opportunities for advancement, related occupations, hours, personal qualities necessary, and how to obtain more information. In the third step, students rate the tentative careers on aspects related to their self-information. The final step involves developing an action plan to follow in reaching career goals. Plans might include developing specific skills, acquiring specific training, joining professional groups, acquiring volunteer or work experience, writing a resume, making contacts in the field, or beginning a job search. These steps have been used by graduate and undergraduate student paraprofessionals to help undecided students at the University of Toledo's Career Information Center. The program has received positive support from the university administration and very positive responses from student users. (NB)

ED 297 264 CS 009 191

Broikou, Kathleen A.; And Others
The Impact of the Felton Decision; Chapter 1 Services in One Archdiocese.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; *Compensatory Education; Elementary Education; *Elementary School Students; Private Schools; Remedial Instruction; *Remedial Programs
IDENTIFIERS- *Aguilar v Felton; *Education Consolidation Improvement Act Chapter 1; Supreme Court
A study explored the design and delivery of Chapter 1 instructional services for eligible non-public school students during the 1985-1986 school year--the first year following the Aguilar vs. Felton ruling. Compensatory education programs have been driven by numerous policies implemented to ensure compliance with regulations that have often overlooked program designs that would enhance more effective instructional practices. In the Aguilar vs. Felton ruling, when the Supreme Court ruled that Chapter 1 remedial instruction could not be provided on non-public premises, there was the potential for disruption of instructional services and an upheaval of a 20-year collaborative effort between public and non-public school officials. Methods of inquiry to explore the issues pertaining to Chapter 1 services rendered to elementary school students in one archdiocese included: survey questionnaire, telephone interview, on-site interview, and observation of the classroom instruction. Eleven schools were represented. Data were analyzed by comparing and contrasting the quantitative and qualitative aspects of the services offered during the school years. Findings suggest that there was an impact on all those involved with Chapter 1 services, and curricular issues should be foremost in the negotiation process. A positive view of the data suggested a half-full glass, rather than a half-empty one, although this view does not negate the problems experienced, nor the limitations that the Felton decision imposed. A draft copy of this paper is also included. (Two figure captions and two figures are attached.) (RAE)

ED 297 307 CS 009 262

Rauch, Margaret; Fillenworth, Ceil
Paired Courses: An Instructional Model Designed To Enhance Academic Success.
PUB DATE- 87
NOTE- 8p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the College Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Academic Achievement; Higher Education; *High Risk Students; Models; *Reading Centers; Reading Skills; Study Skills; Teacher Student Relationship
IDENTIFIERS- *Instructional Models; Learning Assistance; *Paired Courses; Saint Cloud State University MN
The paired course instructional model can help high risk students succeed by enabling them to become aware of themselves as independent learners and to enhance transfer of learning from a reading course to a general education course. In order to examine the effectiveness of this model, and focus on a reading center's participation in the paired course instructional model, a study analyzed the data from reading rate improvement and reading/study skills courses offered by the Reading Center at St. Cloud University, St. Cloud, Minnesota. High risk students, those that did not meet the regular admissions requirements of the University, answered questionnaires on their perception of the University's Division of General Studies program (a program which provided special advising and academic assistance through the paired course instructional model). The students' grade point averages were also examined. Results revealed that the paired course instructional model has a positive effect on the academic achievement of many high risk freshmen students, but that students who continue to struggle academically need to be carefully monitored, with appropriate intervention measures provided continuously. (MS)

ED 297 394 CS 506 292

Sherblom, John
Speech Accommodation and the Influence of Dyad Sexual Compositions.
PUB DATE- Feb 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Females; Interpersonal Relationship; Males; *Sexual Identity; *Speech Communication; Stress Variables
IDENTIFIERS- *Communication Behavior; *Speech Accommodation; Speech Rate
A study investigated the influence of conversational dyads' sexual composition upon the accommodation of speaking characteristics--turn duration, speaking rate, and vocal jitter. Subjects, 130 undergraduate students, were assigned to 65 dyads (with control for male-male, male-female, and female-female). In a sound studio, each participant in the pair recorded a sample sentence. The participants then read a description of a problem situation and discussed it for 15 minutes. After discussion, participants recorded the same sample sentence. A series of five measures, constructed from a chart produced by a psychological stress evaluator (PSE), indexed the accommodation process. Measures consisted of: (1) speaking rate; (2) utterance length; (3) vocal jitter count; (4) relative amplitude of jitter peaks; and (5) jitter amplitude during the first steady state portion of a word. Results indicated that the sex of the conversational speaker was not a consistently significant influence. Except in one case, the sex of the conversational partner was not significant when that partner was female. However, when the conversational partner was male, the dyad sexual composition results showed that the accommodation potential between the two conversationalists was a consistently significant predictor of the speaking rate, utterance length, and vocal jitter characteristics, once the speaker's own influence had been removed. (Two tables of data and 18 references are appended.) (MM)

ED 297 423 EA 020 111

Catterall, James S.
School Dropouts: Policy Prospects, Policy Issues.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 26p.
CONTRACT- 400-86-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attention Span; *Dropout Prevention; *Dropout Research; *Policy Formation; *Public Support; Secondary Education; *Student Attrition

In the issue-attention cycle identified by political scientists, the imagination and energy of public leaders progress from alarmed discovery of a problem, to euphoric resource mobilization and a search for solutions, to institutionalization of responses. Next come the harsh realities of expensive answers and slow progress, causing a hasty retreat and an attention shift to the latest hot issue fueled by yet another alarmed discovery. According to this paper, the dropout issue is basking in the early, hopeful stages of the cycle. The paper describes the alarmed attention currently focused on school dropouts and outlines what is known about attempts to prevent early school leaving. Most citizens find current dropout rates, especially for urban schools, shocking. Other factors bringing the dropout issue to national prominence include the standards-raising movement's effects on student persistence, the unsatisfactory collection and reporting of dropout statistics, lack of progress in equalizing educational opportunity, and growing concern over the nation's competitiveness and labor force quality. Research has successfully described the dropout phenomenon, but has failed to prescribe either a concrete program or conditional sets of activities to combat the problem. Known factors concerning family background, academic ability and performance, social integration, early adult transitions, and the consequences of dropping out are briefly discussed. Implications for dropout prevention are also explored, along with the need to extend the public's attention span and tap community networks. Some resources, with names, addresses, and telephone numbers are provided. (MLH)

ED 297 438 EA 020 161

Aron, Robert H.; And Others
A Comparison of Revenues and Expenditures and Michigan School Districts, Educational Background, Median Family Income, Racial Makeup and the Dropout Rate.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Dropout Rate; *Educational Economics; Elementary Secondary Education; *Expenditures; *Financial Support; Noninstructional Student Costs; Racial Distribution; *Resource Allocation; School District Spending; School Funds; *School Statistics; School Support; Tables (Data)
IDENTIFIERS- *Michigan

There has been great interest in disparities in revenues and expenditures of school districts based upon the school district's educational background, median family income, and racial makeup. Accordingly, this study correlates each school districts' expenditures, various supports, and revenues with the district's educational background, median family income, racial makeup, and dropout rate, using one-way analysis of variance. Findings, reported in a series of tables, include the following: (1) an inverse correlation between dropout rate and expenditures, except for general administration; (2) a correlation between median family income and educational revenues and expenditures, except in general administration and adult education; (3) higher expenditures for noninstructional expenses in school districts with 20-80 percent black students than in those with a lower or higher percentage of black students; (4) a correlation between the percentage of black students and the dropout rate. (TE)

ED 297 483 EA 020 382

Hoffman, Charlene; Brown, Patricia
Historical Trends: State Education Facts, 1975-1985.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-619
PUB DATE- Sep 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Charts; College Faculty; Comparative Analysis; Degrees (Academic); *Educational Trends; *Elementary Secondary Education; Enrollment Trends; Expenditure per Student; Expenditures; *Higher Education; Private Education; Public Education; *School Statistics; Tables (Data); Teacher Distribution; Teacher Employment; Teacher Salaries; Teacher Student Ratio; Teacher Supply and Demand
This is the first edition of a report that brings together comparable data for a number of key education areas, by state, for a consecutive 5-year period, and a comparison for a 10-year period. This report provides data for 1975 and for 1981 through 1985, as well as a state-by-state comparison of 1975 with 1985. The first section, which covers elementary and secondary education, includes 11 tables and charts of state-by-state figures and percentages for enrollment, teachers, pupil-teacher ratios, average teacher salaries, employment of staff, pupil-staff ratios, public high school graduates, current expenditures, and expenditures per pupil. The second section, covering higher education, includes 13 tables and charts of state-by-state figures for enrollment in public and private 4-year and 2-year institutions, full-time-equivalent enrollment, average faculty salaries, degrees conferred, and current-fund expenditures for public and private institutions. Appended are selected price indices for 1974-75 and 1986-87, a glossary of key terms and definitions, and a guide to data sources. (TE)

ED 297 350 CS 211 410

Azzolino, Agnes
In-Class Writing Assignments in the Content Areas.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Content Area Writing; Higher Education; Mathematics Instruction; *Writing Across the Curriculum; *Writing Exercises
IDENTIFIERS- Writing Contexts; Writing Tasks

In-class writing assignments using such techniques as non-thought warmups, lead-sentences, completion, rewording, and wordbanks (write a paragraph using a given list of words), and debriefing can be used on a regular basis in the content areas without decreasing time spent on content and without increasing the time spent grading papers. The assignments are designed to be very short and easy to complete. These practical techniques have been tried out in mathematics classes with much success. (RS)

ED 297 136 CE 050 635

Maynes, E. Scott, Ed.; And Others
The Frontier of Research in the Consumer Interest. Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).
American Council on Consumer Interests, Columbia, Mo.
REPORT NO.- ISBN-0-945857-00-4
PUB DATE- 88
NOTE- 874p.
AVAILABLE FROM- American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211 ($22.00; 10 or more--$19.80 each).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Advertising; Comparative Analysis; *Consumer Economics; *Consumer Education; *Consumer Protection; *Consumer Science; Economic Research; Educational Needs; Educational Research; Federal Regulation; Foreign Countries; Government Role; Information Dissemination; Interest Research; International Trade; Legal Responsibility; Marketing; Postsecondary Education; School Role; Secondary Education
IDENTIFIERS- European Community; Japan
The following papers are included: "JFK's Four Consumer Rights" (Lampman); "Product Safety" (Gerner); "Use of Cost-Benefit Analysis in Product Safety Regulation" (Crandall); "CPCS's Voluntary Standards" (Ault); "Consumer Safety and Issue Emergence Process" (Mayer); "Reflections on Research in the Consumer Interest" (Nelson); "Concept of Quality" (Curry); "Price Quality Relationship" (Geistfeld); "Environmental Considerations and Assessment of Quality" (Huttenrauch); "Weights, Cardinality, and Scaling in Assessing Quality" (Maynes); "Information Processing from Consumer's Perspective" (Russo); "Overlooked Mechanisms for Conveying Information to Consumers" (Mazis); "Determinants of Information Use" (Olshavsky); "Economics of Information in Consumer Markets" (Ippolito); "Economics of Information" (Ratchford); "Consumer Choice Is More than Search" (Morgan); "An Electronic Future?" (Mitchell); "New Technologies in Consumer Information" (Talarzyck); "Marketing Context of Consumer Choice" (Wilkie); "International Trade" (Dardis); "International Trade and Trade-Offs for Third World Consumers" (Reich); "International Trade" (Allain); "International Trade and Trade-Offs for Third World Consumers" (Kinsey); "Increasing Competition through Deregulation" (Kushman); "Case for Minimizing Regulation" (Clarkson); "Financial Services" (Durkin); "Privatization, Competition and Airline Deregulation" (Mitchell); "Issues in Regulation and Deregulation" (Nelson); "Organization of Consumer Movement" (Herrmann et al.); "Why Consumer Education in Japan?" (Imai); "Consumer Organization and Representation in Developed World" (Sand); "Consumer Organization and Representation in Developing Countries" (Allain); "Consumer Policy and European Economic Community" (Orsini); "Consumer Problems" (Thorelli); "Salient Issues in Current European Consumer Policy Research" (Orlander); "Time for a Wingspread" (Kerton); "Self-Fulfillment, Consumer Policy and Consumer Research" (Scherhorn); "Corporate Consumer Affairs Departments" (Fornell); "Consumer Affairs" (Fernstrom); "Consumer Affairs" (Vawter); "Consumer Affairs Professionals and the Consumer Interest" (McKaig); "Advertising" (Eastwood); "Market Research in the Consumer Interest" (Imowitz); "Marketing Research as a Dialogue" (Levy); "How Can Marketing Research Contribute to Consumer Interest?" (Murphy); "Survey Research on Behalf of Consumer" (Warren); "Consumer Complaints and Redress" (Andreasen); "Consumer Satisfaction/Dissatisfaction and Consumer Interest" (Hunt); "Disappearance of Consumer from Modern Products Liability Law" (Priest); "Role of Secondary Schools" (Green); "Role of Federal Government" (Mohr); "Role of Cooperative Extension" (Turner); and "Content of College-University Course in Consumer Education" (Robinson). (MN)

ED 297 177 CE 050 699

Hodges-Copple, John
Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- Feb 88
NOTE- 24p.
AVAILABLE FROM- Southern Growth Policies Board, 5001 South Miami Blvd., P.O. Box 12293, Research Triangle Park, NC 27709 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Cooperative Programs; Demand Occupations; *Education Work Relationship; *Industrial Training; Institutional Cooperation; *Job Training; Postsecondary Education; *Retraining; *School Business Relationship; Skill Development; *State Programs
IDENTIFIERS- *State Skills Corporations
State skills corporations are public/private ventures designed to increase the supply of skilled workers in a state. Using public funds matched by private dollars, the corporations bring business and educational institutions together to train workers for skilled occupations. One of the principal goals of the corporations is to establish an organizational framework for developing a more productive work force that can outlast particular government employment training programs, such as the current federal Job Training Partnership Act or its predecessor, the Comprehensive Employment and Training Act. The skills corporations strive to build capacity in the state educational system to train and retrain workers and to establish ongoing contact between the business and education communities. The first skills corporation was created in Massachusetts, and the idea has since spread to Florida, Kentucky, Minnesota, and Washington. (This report examines the original program in Massachusetts and the two southern programs in Florida and Kentucky.) (KC)

ED 297 193 CG 020 966

Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 36p.; Printed on colored paper.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA 01810 ($2.50 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Dropout Prevention; Dropouts; Elementary Secondary Education; *High Risk Students; Intervention; *Research and Development; *School Community Relationship; *School Policy; Student School Relationship

This document is an annotated bibliography of research and development publications on topics concerning services to at-risk youth. The 30 publications, which have been produced by a variety of organizations, are grouped into these categories: (1) increasing academic success; (2) meeting diversity in today's students; (3) community partnerships; and (4) effects of reform: resources for policymakers. One-page descriptions of each publication are provided, including information on where to obtain the publication and its cost. Some of the specific topics covered include grouping, basic skills, reading and writing programs, effective Chapter 1 projects, delinquency prevention, effective discipline, sex equity, improving schooling for non-English speaking students, business-education partnerships, community involvement in dropout prevention, parent-teacher relationships, resources devoted to the dropout problem versus cost of dropouts to society, negative potential of higher standards, and the need to begin dropout prevention in preschool. (ABL)

ED 297 223 CG 020 997

Grover, Cathy A.; And Others
Test-Taking Time, Performance, and the Type A Behavior Pattern.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Performance; *Personality Traits; *Scores; *Sex Differences; *Test Wiseness; *Time
IDENTIFIERS- *Type A Behavior; *Type B Behavior
The assumption that the more able student can recognize a correct answer in a multiple choice situation more quickly than the less able student leads to the prediction that higher scores would be associated with shorter test-taking time. Research investigating this prediction have yielded mixed results, suggesting the need to examine other factors. This study evaluated the influence of Type A behavior on test-taking time and performance, predicting that Type As would complete examinations sooner than would Type Bs. At the beginning of the semester, 50 college students enrolled in an introductory psychology class completed the Jenkins Activity Survey for Health Predictions to determine their Type A (N=22) or Type B (N=28) classification. Test-taking time and performance measures were collected throughout the semester. Personality type and gender served as between-subject factors; six tests taken during the semester served as the within-subjects factor. Data analysis yielded significance for the gender, tests, and gender x personality type factors. Females scored higher than males; scores of Type B females were significantly higher than scores of other groups, while scores of Type B males were significantly lower than scores of other groups. The results failed to yield any support for the prediction that Type As would complete examinations sooner than Type Bs. The findings suggest that test-taking time is not related to this personality dimension. (NB)

ED 297 237 CG 021 019

Equal Access to Health Care: Patient Dumping. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (July 22, 1987).
Congress of the U. S., Washington, D. C. House Committee on Government Operations.
PUB DATE- 88
NOTE- 468p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Rights; *Federal Legislation; *Health Services; Hearings; *Medical Services
IDENTIFIERS- *Access to Health Care; Congress 100th; Patient Dumping; *Patients Rights

This document presents witnesses' testimonies and prepared statements from the Congressional hearing called to examine the issue of equal access to health care and the practice of patient dumping which may take the form of transferring a patient to another hospital, refusing to treat a patient, or subjecting a patient to long delays, and which may involve discrimination on the basis of poverty, race, ethnicity, or appearance. Opening statements are included from Representatives Ted Weiss and Jim Lightfoot. Witnesses providing testimony include: (1) Fortney Stark, Congressional Representative from California; (2) Zettie Mae Hill and Jesse Green, who tell of their personal experiences with patient dumping; (3) Judith Waxman, managing attorney, National Health Law Program; (4) Arnold Relman, editor, New England Journal of Medicine; (5) Arthur Kellermann, medical director, Emergency Services, the Regional Medical Center, Memphis, Tennessee; (6) David Ansell, attending physician, Division of General Medicine/Primary Care, Cook County Hospital, Chicago, Illinois; and (7) William Roper, administrator, Health Care Financing Administration (HCFA), United States Department of Health and Human Services, accompanied by Richard Kusserow, inspector general, and Audrey Morton, director, Office for Civil Rights. HCFA witnesses reported on federal efforts to enforce the anti-dumping laws. Additional testimony/statement were submitted by the Coalition To Stop Patient Dumping, the American College of Emergency Physicians, and Legal Services of Tennessee. The appendixes include legislative and regulatory materials. (NB)

ED 297 280 CS 009 232

Norris, Stephen P.
Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Jul 88
NOTE- 15p.; For related document, see CS 009 233.
GRANT- 410-83-0697; 418-81-0781
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Critical Thinking; High Schools; High School Students; *Multiple Choice Tests; Protocol Analysis; Test Construction; *Testing Problems; *Test Theory; *Test Validity
The problems of validity and fairness involved in multiple-choice critical thinking tests can be lessened by using verbal reports of examinees' thinking during the process of developing such tests in order to retain only those items which rely on critical thinking skills to obtain the correct answer. Multiple-choice testing can lead to unfair treatment of students, but disqualifying these tests can result in less powerful assessments of critical thinking. Differences in background beliefs can lead to invalid and unfair assessments of critical thinking ability using these tests. A methodology to lessen these problems was developed using high school students taking trial versions of exams and thinking aloud as they took the test. The examinees' verbal reports were analyzed for critical thinking skills and assigned a numerical score. A high correlation between critical thinking scores and performance scores represents a high correspondence between thinking critically and choosing the correct answer. Items with a low correlation were revised. Although only a brief sketch of this methodology could be presented in this paper, the relevance of verbal reports of thinking to test construction has been suggested by several testing specialists. Using verbal reports may be time consuming, but the ideal of critical thinking is worth the effort. Otherwise, only the worn-out and educationally indefensible emphasis on memorization of factual information, rote recall, and pat answers is left. (Twenty-eight references are appended.) (RS)

ED 297 366 CS 211 439

Smith, Louise Z., Ed.
Audits of Meaning: A Festschrift in Honor of Ann E. Berthoff.
REPORT NO.- ISBN-0-86709-209-2
PUB DATE- 88
NOTE- 264p.
AVAILABLE FROM- Heinemann Educational Books, 70 Court St., Portsmouth, NH 03801 ($17.50, paper--ISBN-0-86709-209-2; $27.50, cloth--ISBN-0-86709-242-4).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; English Departments; Higher Education; Poetry; Reading Writing Relationship; Teacher Student Relationship; Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- *Berthoff (Ann)

A tribute to the work of Ann Berthoff, this book--a collection of 6 poems and 21 essays--explores issues in the philosophy and teaching of composition. Each of the five sections is introduced with a poem by Marie Ponsot. Essays and their authors consist of (1) "Genre Theory, Academic Discourse, and Writing within Disciplines" (James F. Slevin); (2) "Knowing Our Knowledge: A Phenomenological Basis for Teacher Research" (C. H. Knoblauch and Lil Brannon); (3) "Burke and the Tradition of Democratic Schooling" (John Clifford); (4) "Composition and English Departments, 1900-1925" (John Brereton); (5) "The Reading of Reading: I. A. Richards and M. J. Adler" (David Bartholomae); (6) "Discovering the Forms of Academic Discourse" (Robert M. Holland, Jr.); (7) "Toward a Hermeneutics of Difficulty" (Marjolina Salvatori); (8) "The Dialogue of Chaos: An Unthinkable Order" (Hephzibah Roskelly); (9) "Reading, Writing, and the Dialectic since Marx" (Judith Goleman); (10) "Metaphor and the Order of Things" (Paul Kameen); (11) "The Discovery of Meaning: Emerging Evaluative Structure in a Student Narrative" (Eleanor Kutz); (12) "Reaching for Understanding: A 'Capacity-Based' Approach to Learning" (Pat D'Arcy); (13) "Auditing the Meaning of the MOVE Report" (Susan Wells); (14) "Interpretation in a Place Between" (Angela G. Dorenkamp); (15) "On Filters, Hinges, and Windows" (Ann Raimes); (16) "Thinking beyond Imagination: Participating in the Process of Knowing" (Vivian Zamel); (17) "Structuralism, Mediation in Psychoanalysis, and the Student 'Who Just Can't Write'" (Neal Bruss); (18) "The Lively Order: The Author's Authority and the Teacher as Monarch" (Rosemary Deen); (19) "How To Write Like Gertrude Stein" (Philip M. Keith); (20) "Reclaiming Digression" (Sandra Schor); and (21) "Romancing the Prose" (Louise Z. Smith). (MM)

ED 297 380 CS 506 263

Baker, C. Scott; Fadely, Dean
Rhetorical and Communication Theory: An Area of Interface.
PUB DATE- May 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Rhetoric Society of America (Arlington, TX, May 29-June 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Identification (Psychology); Political Influences; *Reliability; *Rhetoric; Self Concept; Speech Communication; *Theories
IDENTIFIERS- Burke (Kenneth); *Consistency Theory; Heider (F N); *Rhetorical Theory
A study examined identification and consistency theory of interface between rhetorical and communication theory, to demonstrate the compatibility of specific principles in Kenneth Burke's theory with those in the work of Fritz Heider and other consistency theorists and to make suggestions toward a Burkeian theory of identification through consistency. Three assumptions about human psychology are at the base of all consistency research: first, humans possess a strong need for cognitive consistency; second, this human need for consistency is the basis of psychological tension when it is not fulfilled; and third, the psychological discomfort produced by inconsistency initiates an effort on the part of the individual to reduce or eliminate the tension. Therefore, consistency theory makes a fourth and fundamental assumption, common to all major theories of cognitive consistency: humans are motivated to participate in consistent relationships. From this point of commonality, however, the theories diverge, adopting different assumptions and defining consistency differently. Results showed identification can be achieved by the speaker who maintains a consistent relationship with a particular sympathetic audience. Such an identification through consistency is made possible by perceived audience-speaker similarity which is comprised of common background, common judgment or evaluation of an issue or group, and the generally perceived condition of "common ground." More specifically, identification is possible when the listener aligns himself or herself in the same manner as the speaker. This alignment is produced by either association or dissociation, especially in political situations. (Sixty-one notes are attached.) (RAE)

ED 297 469 EA 020 250

Hannaford, Brian D.
A Risky Business: Changing a Secondary School.
REPORT NO.- ISBN-1-86252-743-1
PUB DATE- 86
NOTE- 432p.
AVAILABLE FROM- B.D. Hannaford, 12 Hackett Terrace, Marryatville 5068, South Australia ($35.00 plus $5.00 handling).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Case Studies; Change Strategies; Curriculum; Disadvantaged; Discipline; Educational Assessment; Educational Facilities; *Educational Innovation; Foreign Countries; Gifted; *Leadership Responsibility; Participant Observation; *Principals; Research Utilization; School Community Relationship; School Effectiveness; *School Supervision; *Secondary Education; Teacher Evaluation; Theory Practice Relationship; Time Management
IDENTIFIERS- Australia (South Australia)
This book by a former principal of Marion High School in Adelaide, South Australia who held that post from 1972 to 1983, examines the influence of theory and practice of secondary education in many countries upon the management of the school during those years. The first 17 chapters discuss the management of the school as a whole, addressing the influences upon the principal's thinking and the difficulties he faced in introducing innovation. Topics include aims and objectives, compelling research findings, success orientation, levelling, the school and its community, factors influencing education in the 1970s, curriculum, methodology and the use of class time, the learning resource center concept, independent learning, and assessment of student progress. The remaining chapters, 18 to 30, take up aspects of special interest, present evidence of success, and consider the future. Topics include gifted and disadvantaged students, discipline, additional human resources, scheduling, communication, buildings and grounds, review and teacher growth, the roles of the principal, tension with the education system, and evaluation. A bibliography is included, along with an index. (TE)

ED 297 092 CE 050 569

Klevans, Deborah R.
Developing a Needs Assessment Plan in Continuing Professional Education.
Pennsylvania State Univ., University Park. Office of Continuing Professional Education.
PUB DATE- Apr 87
NOTE- 86p.
AVAILABLE FROM- Commonwealth Educational System Stores, 9 J. Orvis Keller Bldg., Pennsylvania State University, University Park, PA 16802 ($7.00 including postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Data Collection; *Educational Planning; Guidelines; Higher Education; Literature Reviews; *Needs Assessment; *Professional Continuing Education; *Program Development; *Self Evaluation (Groups)
This document provides an overview of the needs assessment literature related to continuing professional education and guidelines for designing needs assessment procedures for a given project or professional group. Section 1 reviews the literature. It considers key concepts and definitions, reviews factors that may influence the development of a particular needs assessment process, and discusses arguments for focusing on performance outcomes. Section 2 reviews general methodological and procedural issues that should be weighed in designing a needs assessment. Among them are levels of assessment appropriate for long- and short-range planning, factors to consider in choosing specific needs assessment instruments, and procedures useful in determining priorities among needs. Section 3 highlights key points and recommends directions they suggest for designing needs assessment procedures and directions for future research and development. The appendix is designed as a reference guide for needs assessment planning. An outline of steps to develop an orderly needs assessment plan is presented, and specific needs assessment procedures are summarized in several ways. First, procedures are grouped by the sources from which they obtain information. Next, various other ways by which to characterize needs assessment procedures are listed. The section concludes with brief outlines of assessment procedures that may be useful in planning continuing professional education and a bibliography of 46 references. (YLB)

ED 297 107 CE 050 595

Stubblefield, Harold W.
The Status of Adult Education Historical Research in the United States.
PUB DATE- Jul 86
NOTE- 8p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Educators; *Educational Attitudes; *Educational History; Educational Philosophy; *Educational Research; *Educational Trends; High School Equivalency Programs; Postsecondary Education; Research Methodology
Early studies of adult education in the United States included James Truslow Adams' book, "Frontiers of American Culture: A Study of Adult Education in a Democracy" (1944), an unconvincing attempt to classify adult education instructions and programs and to establish the relation of democracy to adult education; C. Hartley Grattan's "In Quest of Knowledge" (1955), a defense of liberal education; and Malcolm Knowles' dissertation, "The Adult Education Movement in the United States" (1962), an attempt to rationalize, classify, and relate the parts of adult education. In 1976, a new interest in the history of adult education was signaled by a special bicentennial issue of "Adult Education," and interest in historical educational research was sparked by several preconferences and an occasional newsletter. Although the published output is small, three emphases were taken in later research. The first is an attempt to understand the heritage of the field, especially, the writers and theorists of adult education such as Eduard C. Lindeman. (An example is Moreland and Goldenstein's book, "Pioneers in Adult Education.") A second emphasis has been to analyze the ideology that underlies the work of adult educators (Robert Carlson, "The Quest for Conformity: Americanization through Education"). A third emphasis is on universal dimensions of patterns of learning (Cyril Houle's "Patterns of Learning: New Perspectives on Life-Span Education"). Social and cultural historians have studied adult education as related to the diffusion of knowledge, cultural intervention by the dominant class, and role or status changes by a subjugated group (Appalachian education, the women's movement). (KC)

ED 297 208 CG 020 981

Meier, Scott T.
Enhancing the Attractiveness of Alcohol Education Via a Microcomputer Program.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; Attitude Change; *College Students; *Computer Assisted Instruction; Drinking; Higher Education; Microcomputers; *Program Effectiveness; Student Attitudes
Getting students' attention is one of the most difficult problems for counselors who conduct alcohol education programs in high schools or colleges. A computer-aided instruction program using microcomputers for alcohol education was developed entitled "If You Drink: An Alcohol Education Program" (IYD). The IYD program consists of five modules: the alcohol quiz, the breath analyzer, the teen test, the party, and alcohol and drugs. Two field studies analyzing the effectiveness of the program were conducted. In the first study 18 undergraduate students overwhelmingly agreed that the IYD program held their interest. In the second study, a display of the IYD program during alcohol awareness week was in use almost continually. The program produced small positive changes in attitudes towards alcohol, but no negative changes. The program shows promise as an introduction to more extensive alcohol education efforts. (ABL)

ED 297 252 CG 021 034

Herman, Judith
Sexual Violence. Work in Progress No. 83-05.
Wellesley Coll., MA. Stone Center for Developmental Services and Studies.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Attitude Change; *Family Violence; Females; *Feminism; Prevention; *Rape; *Sexual Abuse; Social Attitudes; *Victims of Crime

Rates of sexual assault on women are sufficiently high that women live with a lifelong, pervasive fear of violence. Research has just begun to identify and analyze the health and mental health effects of sexual assault on victims, and studies are investigating the social and individual motivations of perpetrators. This document contains a colloquium lecture on the issue of sexual violence which looks at the victims of sexual assault and the offenders. It discusses social attitudes toward sexual assault, concluding that most sexual assaults are implicitly condoned by society. It considers the social functions of sexual violence, asserting that sexual assault is a socialized behavior and a means by which male supremacy is enforced and perpetuated. Strategies for resistance are suggested, and the organized efforts of women in the last 10 years are noted as having changed rape laws in every state, created rape crisis centers in every major city, established the National Center for Prevention and Control of Rape, and ended secrecy and raised consciousness about rape. Several implications of sexual violence for women's psychological development are explored. A series of questions, answers, and highlights of a discussion session which followed the colloquium lecture are included in the paper. (Author/NB)

ED 297 293 CS 009 245

Ketchum, Clay A., Ed.
Proceedings of the College Reading Association, Volume 11, Fall 1970.
College Reading Association.
PUB DATE- 70
NOTE- 144p.; For other documents in this series, see CS 009 235-244.
Small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cloze Procedure; Critical Reading; Critical Thinking; Higher Education; Inservice Education; Perception; Reading Diagnosis; *Reading Difficulties; *Reading Instruction; *Reading Materials; *Reading Programs; Reading Research; Reading Teachers; Remedial Reading; Secondary Education; Study Habits
IDENTIFIERS- *College Reading Association

The proceedings of the thirteenth annual meeting of the College Reading Association consisted of the following papers: (1) "President's Address" (U. Price); (2) "Critical Reading-Critical Thinking and College Reading" (J. Follman); (3) "Cloze Procedure as a Predictor of Comprehension in Secondary Social Studies Material" (J. R. Geyer); (4) "A Study Technique for Textbooks" (L. A. Oliestro); (5) "Question-Answer Session" (W. Pauk and others); (6) "Sensitivity Training and T-Group Procedures in a College Reading and Study Course" (P. R. Kazmierski); (7) "Emotional Resistances to Reading" (J. C. Abrams); (8) "Perceptual-Motor Development and Reading" (S. E. Klesius); (9) "Black, White and Reading" (G. D. Spencer); (10) "Question-Answer Session" (S. A. Cohen and others); (11) "Secondary Reading: Guiding Pupils toward Independence in Study" (D. L. Shepherd); (12) "New Jersey Bell Telephone Project" (P. Incardone); (13) "Diagnostic Teaching for the Classroom Teacher" (D. W. Knight and H. A. Carmichael); (14) "More Effective Use of Classroom Time" (W. Q. Davis); (15) "Question-Answer Session" (C. Morrison and others); (16) "The Development of an Instrument to Predict Modality Preference for Learning to Read" (D. Neville); (17) "Developing Mental Content of the Disabled Reader at the College Level" (H. L. J. Carter and D. J. McGinnis); (18) "New Considerations for In-Service Training: Evaluation" (J. K. Carsetti); (19) "A University Sponsored Centre for Diagnosis and Remediation of Learning Disabilities" (T. Tillemans); (20) an abstract of "New Considerations for In-Service Training" (A. W. Neal); (21) "A Perceptive Look at Perception" (E. Madaras); (22) "Language Experience Reading Material for Inner City Children" (J. E. George); (23) "Performance of Disadvantaged College Students on the Survey of Study Habits and Attitudes" (G. O. Phillips, Sr.); and (24) "The Upward Bound Student in College" (C. Brooks). (MS)

ED 297 323 CS 211 378

Salwen, Michael B.; Garrison, Bruce
What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
PUB DATE- May 88
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Editors; Foreign Countries; *Freedom of Speech; Journalism; Mass Media Role; *Press Opinion; Social Problems; World Affairs; *World Problems
IDENTIFIERS- *Agenda Setting; Development Journalism; *Gatekeeper Role; Journalists; Latin America; Media Government Relationship; News Values
Since gatekeepers have the ability to inform the public about international affairs, it is important to understand gatekeepers' news values and perceptions of the role of the press in society. A study hypothesized that these problems could be subsumed under two dimensions, freedom of the press and development. In a mail survey, subjects, 118 United States and 17 Latin American editors, evaluated the importance of a list of world press problems. Results showed (1) both the United States and Latin American editors believed that a press free of government pressure was important; (2) Latin American editors were more supportive of the developmental concept of the press than the United States editors; and (3) United States and Latin American editors showed no differences in their evaluations of news coverage of and by developing nations. Results suggest that despite the possibility that the two groups of editors would interpret the developmental concept differently, there was a surprising degree of agreement. (Two tables of data are included, and 66 references are appended.) (MS)

ED 297 336 CS 211 396

Langer, Judith A.; Applebee, Arthur N.
Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 147p.
GRANT- G008610967
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Biology; Higher Education; High Schools; *Intellectual Disciplines; *Learning; Learning Activities; Scholarly Journals; *Teacher Attitudes; United States History; United States Literature
IDENTIFIERS- Academic Language; Knowability; Knowledge
If teachers are to help students develop higher-order reading, thinking, and writing skills, then researchers must begin by articulating the ways of knowing that are central to particular domains. A study was elaborated to provide initial information about the ways in which people talk about "knowing" in academic subjects as they appear in the scholarly literature, in the pedagogical literature, and in teachers' understandings of what counts as knowing in their classrooms. The first part of the study is an extensive literature review. In the second part of the study, subjects, 48 biology, American history, and American literature high school and college teachers, completed background questionnaires and two hour-long interviews. The interviews focused on the teachers' general conceptions of teaching and learning and the goals of instruction in a unit of study from a current course in their discipline. Results indicated that the teachers favored a relatively traditional approach to instruction, with lectures and teacher-led discussion playing the dominant role, and with student centered activities appearing less frequently. These results parallel other research in suggesting that classroom emphasis tends to be on specific content at the expense of the rules of argument and evidence unique to each discipline. (Twenty-one tables of data are included, and 256 references and an appendix of interview schedules and questionnaires are attached. (MS)

ED 297 351 CS 211 411

National Standards: Oral and Written Communications.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Standards; *Basic Skills; Communication Skills; Course Evaluation; Curriculum Evaluation; Elementary Secondary Education; English Curriculum; *Program Evaluation; Speech Communication; Speech Curriculum; *Speech Instruction; *Writing Instruction; Writing Skills
IDENTIFIERS- Supportive Supervision

Offered to groups that wish to review and improve educational programs, this booklet reprints by special permission the "Standards for Basic Skills Writing Programs" developed by the National Council of Teachers of English and "Standards for an Effective Oral Communication Program" prepared by the American Speech-Language-Hearing Association and Speech Communications Association. "Standards for Basic Skills Writing Programs" contains an operational definition of writing and 19 standards covering teaching and learning, support, and program evaluation. "Standards for an Effective Oral Communication Program" contains a definition and 29 standards covering basic assumptions, teaching and learning, support, and assessment and evaluation. An annotated bibliography concludes the booklet. (SR)

ED 297 409 CS 506 311

Schwartzman, Roy
Political Myth and Social Action: John C. Calhoun's Defense of Nullification.
PUB DATE- Nov 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Constitutional History; *Discourse Analysis; *Mythology; *Persuasive Discourse; Political Issues; *Rhetorical Criticism; Speeches; United States History
IDENTIFIERS- *Archetypes; Calhoun (John C); Nineteenth Century Rhetoric; Political Action; *Political Rhetoric; Rhetorical Devices
A mythic interpretive framework can explain how the use of an uncontested term--a word which "seems to invite a contest, but which apparently is not so regarded in its own context"--is legitimated and perpetuated. By examining John C. Calhoun's nullification rhetoric as a case study of political myth (specifically his "Disquisition on Government" and Senate speeches opposing the Force Bill), this persuasive character of myth comes more clearly into focus. Arguing for the nullification of the Federal Government, Calhoun's rhetoric evoked the mythic elements of absolute good and evil, conspiracy, and heroes and redemption. Political myths such as these channel audiences' actions, particularly through the use of uncontested terms, and can therefore become grounds for action as well as belief. Critical judgments of rhetorical dynamics should be based as much on mythically and narratively generated insight as on historical hindsight. (Thirty references are appended.) (MM)

ED 297 439 EA 020 165

Cooper, Harry A.
Strategic Planning in Education: A Guide for Policymakers.
National Association of State Boards of Education, Alexandria, VA.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Definitions; *Demography; *Educational Planning; Elementary Secondary Education; *Futures (of Society); Politics; Social Change; Technological Advancement; *Trend Analysis
IDENTIFIERS- *Strategic Planning
As defined in chapter I of this guide for policymakers, strategic planning is the method by which an organization identifies relevant trends in its environment, analyzes their potential implications, and projects an integrated strategy to address these future events and their contingencies. This process differs from formalized planning, based on internal organizational goals and priorities and viewing external forces as obstacles or incentives to their achievement. Strategic planning's benefits for education, as for business, can be measured in terms of savings, improved public image, responsiveness to social needs, and effective performance of an important mission. Chapter II helps policymakers identify major trends concerning demographics, economics, technology and lifestyle, and politics and values. Implications for U.S. schooling are also analyzed. Chapter III illustrates a nine-step strategic planning process involving (1) a planning focus; (2) a trend statement; (3) a trend analysis; (4) a need for action statement; (5) a resource audit; (6) an action priority; (7) an organizational response; (8) a strategic plan; and (9) a restatement of mission. Chapter IV provides "starter" exercises on two topics: the computer revolution and the growth of language minorities. Chapter V concludes the paper by outlining planning elements in the policy arena, such as foresight, goal-setting, budgeting, management and evaluation, and leadership. (MLH)

ED 297 122 CE 050 619

The National Apprenticeship Program. Revised.
Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
PUB DATE- 87
NOTE- 23p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Apprenticeships; Federal Legislation; *Federal Programs; *Federal Regulation; Government Role; Job Training; Postsecondary Education; Program Implementation; Skilled Occupations; *State Programs
IDENTIFIERS- *National Apprenticeship Program

The National Apprenticeship Program is the term used to describe the coalition of management, labor, and government that supports the apprenticeship program in the United States and the aggregate nationwide of such programs and enrolled apprentices.

Apprenticeship programs are operated by employers, employer associations, or jointly by management and labor on a voluntary basis. Government's role is to provide support services to these program sponsors. This booklet describes the apprenticeship process and programs and lists resources for help in setting up or improving apprenticeship programs. Information contained in the booklet includes a description of apprenticeship, the importance of apprenticeship, the work of the Bureau of Apprenticeship and Training, advantages of registered apprenticeship, definition and list of apprenticeable occupations, the work of the Federal Committee on Apprenticeship, and lists of regional and state offices of the Bureau of Apprenticeship and Training and state and territorial apprenticeship agencies. The text of the National Apprenticeship Act is included. (KC)

ED 297 150 CE 050 661

Bishop, John
Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; *Dropout Rate; Dropout Research; Dropouts; Economically Disadvantaged; *Educational Benefits; Education Work Relationship; Employment Level; *High Risk Students; Job Training; Minority Groups; Outcomes of Education; Potential Dropouts; Secondary Education; Success; *Vocational Education
Part I of this paper reviews research on effects of vocational course work on dropout rates, probabilities of employment, earnings, productivity, and basic skills. The review is organized around 10 questions. Answers to these questions include: (1) vocational education lowers dropout rates; (2) economic benefits are substantial; (3) economic benefits depend on getting a training-related job; (4) less than half of vocational graduates get training-related jobs; (5) occupationally specific skills are not used because of lack of emphasis on placement, insufficient employer involvement, and training for jobs not in demand; (6) basic skills cannot substitute for occupational skills; (7) obsolescence is less important than not using and forgetting skills; (8) studying occupationally specific skills does not necessarily lower achievement in academic areas; (9) three or four courses in an occupational specialty are optimal; and (10) occupationally specific skills are best learned on the job. Part II presents recommendations for improving vocational education's contribution to successful labor market transition of disadvantaged youth. Recommendations include the following: (1) vocational teachers should take responsibility for and devote time to student placement; (2) well-informed career choice precedes entry into intensive occupational training; (3) basic skills should not be neglected; (4) training should be offered only in demand occupations; and (5) state aid should be allocated by a formula that rewards success in serving students. (YLB)

ED 297 178 CE 050 702

More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).
Inter Nationes, Bonn (West Germany).
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *College Programs; Educational Change; Educational History; Educational Objectives; Experiential Learning; Foreign Countries; Futures (of Society); Graduation Requirements; Higher Education; *Outcomes of Education; *Program Content; *Program Development; *Technical Education; Vocational Education
IDENTIFIERS- *Fachhochschulen; *West Germany

The present-day German Fachhochschulen were established following an agreement on standardization of the Fachhochschule system throughout the Federal Republic of Germany in October 1968. The primary mission of Fachhochschulen is to provide short-term, more practice-related courses with a scientific or artistic basis, particularly in the fields of engineering, economics, social science, agriculture and nutrition, and design. Students entering a Fachhochschule must have completed the equivalent of the 11th grade; students who have completed 12 or 13 grades are allowed to enter the second year of the program. Courses of study have been arranged so that they can be completed in 3 to 3.5 years. As of 1986, 122 of the 242 institutions of higher education in the Federal Republic of Germany were Fachhochschulen. They accounted for 20.4 percent of the total enrollees in higher education. The Fachhochschulen are generally regarded as an indispensable part of the higher education system. Although not intended to educate people for the country's top positions, Fachhochschulen prepare graduates for a broad spectrum of professional opportunities. (MN)

ED 297 265 CS 009 196

Fox, Carol; Sauer, Margery
Celebrate Literature! A Spiraling Curriculum for Grades K-6.
Elgin School District 46, Ill.
PUB DATE- 88
NOTE- 15p.
AVAILABLE FROM- Dr. Margery Sauer, School District 6-46, 355 E. Chicago St., Elgin, IL 60120 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; *Critical Thinking; Curriculum Guides; Elementary Education; *English Curriculum; *Independent Reading; Reading Aloud to Others; *Story Grammar; Teaching Methods
IDENTIFIERS- *Story Structure
"Celebrate Literature!," a multi-volume articulated literature curriculum for grades K-6, intended to foster students' awareness of their literary heritage, increase their knowledge of story structure and provide examples of excellence in children's literature, is described in this paper. The paper also describes how by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. The seven guides form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature. The curriculum goals which the paper identifies are: (1) to introduce children to their literary heritage; (2) to encourage children to read for pleasure and knowledge; (3) to provide children with knowledge of literary elements and structure; (4) to allow for creative response to literature; (5) to develop children's ability to evaluate literature; and (6) to develop independent readers and learners. (RAE)

ED 297 308 CS 009 263

Ashmore, Rhea
Books That Make the Difference: What College Students Told Me.
PUB DATE- 87
NOTE- 7p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the College Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Books; College Students; Higher Education; *Reading Materials; Reading Research; Recreational Reading

In an effort to demonstrate the influence of reading, a reading and skills improvement instructor asked college students what book made the greatest difference in their lives and what that difference was. The instructor polled 120 students and listed 20 of those responses and their emotional reactions. Book titles ranged from "The Bible" and "A Tale of Two Cities" to "Jonathan Livingston Seagull." (MS)

ED 297 395 CS 506 294

Nelson, Gayle
Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military Assistance to Iran and Nicaraguan Opposition: A Fantasy Theme Analysis.
PUB DATE- Nov 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association Convention (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Audience Response; Discourse Analysis; Foreign Countries; International Cooperation; *Mass Media Effects; National Security; *Public Opinion; *Rhetorical Criticism; Terrorism
IDENTIFIERS- *Fantasy Theme Analysis; Iran; *Iran Contra Hearing; Nicaragua; Rhetorical Effectiveness
How did Oliver North, who appeared to be a criminal and a liar, become an American hero? First the context must be considered. The Iran-Contra Affair was extremely complex with actors ranging from Eugene Hasenfus to President Ronald Reagan and settings ranging from Nicaragua to Israel to Iran. This complexity extended to the televised hearings where a cacophony of voices asked questions, reprimanded lawyers, and presented reams of sometimes contradictory evidence. Part of North's appeal stemmed from his unified rhetorical vision which extended the familiar cold war rhetoric to include Arab terrorism. This coherence was attractive to many Americans. In addition, his rhetorical vision depicted the United States as the defender of the weak and the champion of democracy. Another part of North's appeal stemmed from his white knight, clean-cut, patriotic, handsome father and husband persona who fought three villains: communism, terrorism, and "the system." Many Americans feel enmity, fear, or frustration toward at least one of these three phenomena. Americans often feel powerless and many feel that one voice, one vote doesn't matter. North demonstrated that one person can make a difference. North's persona as the Christian, clean-cut all-American marine who was a loving husband and father, a secretive James Bond, a gun-toting cowboy who went against conventions, and an underdog, an individualist who stood up for his beliefs, won the hearts and minds of many Americans. (Twenty-one references are attached.) (RAE)

ED 297 454 EA 020 199

Hoenn, Joseph F.; Houser, James D.
A Study of Educational Reform in the Southeast: Application of a Methodology to Map and Track Educational Reform.
PUB DATE- 8 Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Comparative Analysis; Educational Change; Educational Innovation; Elementary Secondary Education; *Excellence in Education; *Research Design; *Research Methodology; Research Proposals; School Statistics; State Action; *State Programs; State Standards; Surveys
In 1983 a number of reports were issued calling for the reform of elementary and secondary education in the United States. This paper describes a methodology for a study that will compare and contrast reliable information across the southeastern states about the implementation of actual reform initiatives, using a framework of 41 major categories of reform, derived from commissioned reports, statewide reform plans and legislative bills, oversight committees and evaluation reports, and reports issued by state boards or departments of education. For each category, each state will be analyzed to determine whether that reform initiative has been proposed, mandated, or implemented. These results will be captured in summary fashion in a separate document for each state. A sample page from one of these state summary reports is included. Other documents to result from the study will include (1) a detailed description of reform in southeastern states, which refers notations for each state to the appropriate state report or legislation; (2) a survey of reform efforts across all of the states under investigation; and (3) an analysis of specific educational reforms across states, emphasizing timing, implementation, results, and problems. References are included. (TE)

ED 297 484 EA 020 383

Public Elementary and Secondary School Revenues and Current Expenditures for Fiscal Year 1987 (School Year 1986-87): Preliminary Tabulations. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-88-025
PUB DATE- Sep 88
NOTE- 14p.; The data series on which information is based is identified as "DR-CCD-86/87-6.2."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Charts; Comparative Analysis; *Educational Finance; Elementary Secondary Education; *Expenditures; Noninstructional Student Costs; *School Funds; *School Statistics; Tables (Data)

This document reports preliminary tabulations of public elementary and secondary school revenues and current expenditures for Fiscal Year 1987 (School Year 1986-87). Data shows revenues by local, state, intermediate, and federal sources, and current expenditures by categories of instruction, support services, noninstructional services, and fixed charges. Thirty-nine states and the District of Columbia reported revenue items, and 40 states and the District of Columbia reported expenditure items. National totals have been computed for revenues and expenditures and represent estimated values across 50 states and the District of Columbia. The report begins with highlights of the findings; these are followed by (1) a description of the Common Core of the Data survey used to compile the statistics; (2) a discussion of the comparability of data from various states; (3) definitions of key terms such as types of education agencies, current expenditures, revenues, attendance and student membership, and fixed charges; (4) an account of responses received; and (5) acknowledgements. The data are then presented in seven statistical tables and two pie charts. (TE)

EC

ED 297 164 CE 050 685

Beam, Glennie; Wright, Patsy
Interactive Laser Video Disc. Health Occupations Education.
Lincoln County School of Technology, Lincolnton, NC.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Allied Health Occupations Education; *Courseware; Evaluation Criteria; *Instructional Material Evaluation; *Interactive Video; *Media Selection; Secondary Education; *Videodisks
This module is intended to assist secondary school instructors in selecting and evaluating courseware related to the health occupations education curriculum. The main section contains descriptions of 20 pieces of courseware. Each entry includes the following information: title, description, audience, vendor, price, and recommendation. A glossary and bibliography are also provided. Appendixes contain a product/price list of available videodisk hardware, schematics of three different levels of interactivity, and a courseware evaluation sheet. (MN)

ED 297 424 EA 020 124

Wages and Salaries Paid Support Personnel in Public Schools, 1987-88. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 88
NOTE- 73p.; For the 1986-87 report, see ED 283 298.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 219-21754; $36.00).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Clerical Workers; Elementary Secondary Education; Enrollment; Expenditure per Student; Food Service; Geographic Regions; National Surveys; *Nonprofessional Personnel; *Paraprofessional School Personnel; *Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Tables (Data); *Wages

This report provides data on hourly wage rates and annual salaries paid in 1987-88 by responding public school systems to personnel employed in 10 selected support positions. The questionnaire was mailed to 1,728 of the approximately 11,307 public school systems in the United States enrolling 300 or more pupils. Of the 169 school systems with enrollments of 25,000 or more, 132 (78 percent) responded; the total number of responses was 979 (57 percent). Data show lowest, highest, and average hourly wage rates being paid to teacher aides, building custodians, cafeteria workers, and school bus drivers. Also shown are the annual salaries for support personnel such as secretaries/stenographers, accounting and payroll clerks, clerk-typists, and library clerks. Twenty-three summary tables show salary distributions, means, medians, and ranges of average, lowest, and highest salaries paid to selected personnel by the reporting school systems. Three of these tables compare 1987-88 data with those reported for 1986-87. One table shows the number of responding school systems employing personnel in each position category and the total number of personnel reported. Summary data are presented according to the enrollment size of the school system and the geographic region in which the school system is located. (MLF)

ED 297 470 EA 020 254

Gibson, Lizzie
Educational Space Requirements and the Effective Use of Resources. Conclusions of a Seminar (Lysebu, Voksenkollen, Norway, May 20-23, 1986).
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- May 88
NOTE- 43p.; Some figures may not reproduce clearly.
AVAILABLE FROM- Publications, Organisation for Economic Cooperation and Development, 2 Rue Andre Pascal, Paris 75016, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Facilities; *Educational Facilities Improvement; Foreign Countries; High Schools; *Resource Allocation; *Space Utilization
IDENTIFIERS- *Norway
The main themes of a seminar conceived as a working forum for people engaged in developing new methods for determining space requirements in education are summarized. After a brief introduction, the following topics are discussed: identification of the requirements for remodeling an existing educational facility, matching the provisions determined with this identified need, using the available resources in the most productive manner, and improving the intensity of use of these facilities. In the discussion of this process, all organizations and individuals are involved from the economic and social communities. The conclusions stress the need for all parts of the process to be taken into account to reach a coherent set of methods and procedures. References are included, and the following materials are appended: a summary of initial stages of a Norwegian research study assessing space requirements and use in educational buildings; a summary of recent work on area standards and the use of teaching space; and a list of documents presented with a select bibliography. (LMS)

ED 297 194 CG 020 967

Fish, Sandra L.
The Crisis "Hotline" as Mediated Therapeutic Communication.
PUB DATE- Nov 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986). For related document, see CG 020 968.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Services; *Counseling Techniques; *Counselor Client Relationship; *Crisis Intervention; *Hotlines (Public); Interpersonal Communication; *Psychotherapy

Hotlines, or telephone crisis-lines, begun in the 1960s and currently numbering in the hundreds provide assistance to callers in crisis, frequently around the clock. Crisis-line communication can be seen as a form of mediated therapeutic communication premised on the existence of a crisis and the medium of the telephone which shapes the intervention. Effective crisis counseling requires specific communication skills enacted within the framework of a crisis intervention model. Such communication is distinguished interpersonally by anonymity, shared control between caller and counselor, lack of reciprocity, and an unusual temporal nature. It is characterized organizationally by the issues of selection, training, and use of counselors; agency environment; organizational policy; and external resources. Crisis-line communication is a unique form of interpersonal communication which uses the private medium of the telephone while operating in an organizational setting. While it shares some characteristics with traditional therapy and with intimate relationships, it is sufficiently different as a form of communication to warrant special study. (ABL)

ED 297 209 CG 020 983

Counseling: A Facet of Excellence.
National Association of College Admissions Counselors, Skokie, IL.
PUB DATE- May 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Admissions Counseling; *Educational Improvement; Educational Quality; High Schools; *School Counseling; School Counselors; School Effectiveness; Secondary Education

Recently, reports on the crisis of the American high school have appeared. Members of the National Association of College Admissions Counselors are high school guidance counselors and college admissions and financial aid officers who work directly with students and families as they move from high school to postsecondary education. As such, they are concerned about these reports. Twenty-five years ago, James Bryant Conant analyzed the crisis facing American high schools and his first recommendation for improving secondary schools was that the counseling system be given strong support because counselors were in the unique position to forge links among all elements of the school community and between high school and college. More current reports either omit any reference to counseling or brush it by lightly. This reflects reality. Counselors have been front-line targets of cutbacks and have been asked to serve as factotums--bus attendants, truant officers, and study hall proctors--rather than being supported to use their expertise to benefit students as they face postsecondary choices. This report presents a series of positive steps which will benefit students and contribute toward excellence. These include suggestions on how and why counseling is of real value, a discussion of the importance of the transition after high school, and thoughts on how to move to a better state for America's youth. The National Association of College Admissions Counselors looks forward to participating in the national effort for change. (Author/ABL)

ED 297 224 CG 020 998

Darling, Nancy
The Influence of Parental Challenge and Support on Adolescents' Academic Achievement.
PUB DATE- 30 Aug 87
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Cognitive Measurement; Grade 8; Grade 11; *Parent Child Relationship; *Parent Role; Secondary Education; Secondary School Students; Sex Differences; *Social Support Groups
IDENTIFIERS- *Parental Challenge
The experience of challenge has been proposed as an important mechanism through which individuals learn new and more efficient strategies of operating on their environments. This study examined the relationship between challenging and supportive parental roles and the academic performance of 8th and 11th graders. The social roles of associates (same-gender parent and cross-gender parent) were explored as major moderators of the impact of challenge and support. Eighth and 11th grade students (N=74) described their relationships with each of their parents as being or not being characterized by six challenging attributes and four attributes of emotional support. Lorge-Thorndike Cognitive Aptitude Test Verbal, Quantitative, and Non-Verbal Reasoning nationally standardized subscores were used to assess academic achievement. The results revealed that adolescents who described their same-gender parents as challengers performed better on cognitive tests than did adolescents who did not. Those who described parents as supportive performed better on cognitive tests as well. Although the same-gender parents appeared to be potent challengers during early adolescence, their impact on cognitive functioning diminished over time. (Author/NB)

ED 297 238 CG 021 020

The White House Conference for a Drug Free America. Hearing on H.R. 3226 before the Subcommittee on Crime of the Committee on the Judiciary, House of Representatives, One Hundredth Congress, First Session (September 10, 1987).
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
PUB DATE- 88
NOTE- 27p.; Serial No. 21.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Conferences; *Costs; *Drug Use; *Federal Legislation; Hearings; *Illegal Drug Use; *Prevention
IDENTIFIERS- Congress 100th; *White House Conference for a Drug Free America

This document contains testimony from the Congressional hearing called to consider H.R. 3226, a bill introduced in the House of Representatives to amend the Anti-Drug Abuse Act of 1986 to permit certain participants in the White House Conference for a Drug Free America to be allowed travel expenses, and for other purposes. The text of the bill is presented in the document. Brief opening statements are given by Representatives William J. Hughes and Peter W. Rodino, Jr. Also included is the testimony of Lois Haight Herrington, the chairman of the White House Conference for a Drug Free America, as it was presented by William Oltmann, the Conference's deputy executive director. In his testimony, Oltmann explains how a provision in the original statute prohibits appropriated funds from being used to reimburse expenses for Conference members or participants and expresses concern that this provision would prohibit the participation of some parents, directors of private non-profit prevention and treatment programs, law enforcement officials, school personnel, volunteers, and youth from attending the Conference. He asks permission for a very limited use of appropriated funds to reimburse expenses, based on the individual's ability to pay; and for a gift authority to permit the White House Conference to receive gifts from the private sector that could be used to pay for some expenses. Questions asked by the Subcommittee and answers provided by Oltmann are included, as is a brief statement by the American Public Health Association. Relevant materials are appended. (NB)

ED 297 281 CS 009 233

Norris, Stephen P.
Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Jul 88
NOTE- 24p.; For a related document, see CS 009 232.
GRANT- 410-83-0697
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; High Schools; High School Students; *Multiple Choice Tests; *Protocol Analysis; *Test Construction; Test Format; Test Items; *Test Theory; *Test Validity

A study examined whether the process of gathering verbal reports of subjects' thinking while taking multiple-choice critical thinking tests could be used to infer the reasoning process used and identify test items which do not require critical thinking skills. Four factors can render an inference of a subject's critical thinking skills untrustworthy: (1) the degree of informal reasoning sophistication of the subject; (2) the background empirical beliefs of the subject; (3) the assumptions which the subject brings to test items; and (4) the political and religious ideologies of the subject. Subjects, 343 senior high school students from four high schools, were divided into five groups for taking a multiple choice test. One group took the test in the normal manner while the other four groups gave verbal reports of their thinking for each question. Examiners asked subjects in these four groups leading questions to investigate whether the thinking processes of the subjects would be altered. Subjects were given a performance score equal to the number of correct answers and a "thinking score" which indicated the quality of thinking displayed in the verbal reports. Results indicated that there were no statistically significant differences in the performance scores of the five groups nor in the thinking scores of the four groups that used verbal reports. (One table of data and 30 references are attached.) (RS)

ED 297 309 CS 009 264

Cronan, Therese H.
Reading Rate: The Measurement Dilemma Revisited.
PUB DATE- 87
NOTE- 9p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the College Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Higher Education; *Measurement Techniques; *Reading Comprehension; *Reading Rate; Reading Research; *Reading Tests
IDENTIFIERS- Reading Fluency
Although techniques of measuring reading rate have been studied and reported in the literature, actual practice is not always consistent with the findings. A study reexamined the reading rate issue in light of additional information regarding the test-taking experience provided directly by the test takers themselves. The purpose of the study was to determine the effects of two reading rate measurement techniques on rate and comprehension of college readers and to obtain feedback from the readers concerning the two techniques. Subjects, 173 freshmen level reading and study skills students at a large southeastern university, completed two rate measurement techniques, a time-limit procedure and a passage-completion procedure, and were asked for their opinions on which exercise they felt provided a better measure of their reading rate and should be used in tests measuring reading rate. Responses indicated a greater preference for the passage-completion rate measurement techniques and that students felt it gave a better measure of actual reading rater performance, and recommended it for testing. (One table of data is included, and 12 references are appended.) (MS)

ED 297 337 CS 211 397

Gaudino, James L.
A Predictive Framework for Determining How Journalists Determine News.
PUB DATE- Jul 88
NOTE- 46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Current Events; *Journalism; Mass Media Role; Models; *News Reporting; *News Writing; Public Opinion
IDENTIFIERS- Gatekeeper Role; *Journalists; News Topics; News Values
To determine how to articulate a concrete definition of the substance of the journalist's occupation, this paper offers a propositional framework of news value based on Kurt Lewin's gatekeeper model. First, the paper follows the established suggestion that news decisions are best studied from a gatekeeping perspective or that "news is whatever journalists say it is." After a discussion of the importance of news decisions and a review of three major types of theoretical models for defining news, an attempt is made to define news in terms of a series of propositional statements and to take a broad look at influences on news judgments. Based on the three models and previous atheoretical research findings, the paper proposes three main dimensions of news value to influence the news decisions made by journalists. These include professional factors, organizational factors, and personal factors. The paper suggests that the framework of propositions describing news judgments center around two constructs: importance and interest. The paper adds that the propositional framework offered, while short of a theory, does suggest an incorporation of other perspectives and disciplines into the study of news decisions. By relating news decisions to the dimensions of interest and importance, the question becomes how the journalists define those terms and what influences those definitions. (One hundred and nineteen references are appended.) (MS)

ED 297 381 CS 506 265

Chen, Guo-Ming
Relationships of the Dimensions of Intercultural Communication Competence.
PUB DATE- Apr 88
NOTE- 41p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988). Paper adapted from a Ph.D. dissertation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Behavior Rating Scales; Communication Research; Communication Skills; Cultural Awareness; Cultural Interrelationships; Foreign Students; Higher Education; *Intercultural Communication; *Self Concept
IDENTIFIERS- Communication Behavior; *Communication Competencies; Cultural Adjustment
To determine which measures best predict the seven dimensions of the Intercultural Behavioral Assessment Indices, a study examined 149 international students (mainly from the Far East, Asia, Middle East, Africa, and Europe) at a large midwestern university in the spring of 1986. Average age was 27.5 years, and average length of stay in the United States was 2 years 9 months. Subjects completed questionnaires assessing four aspects of intercultural communication competence: personal attributes (self-disclosure, self-awareness, and social relaxation); communication skills (message and social skills, flexibility, and interaction management); psychological adaptation (frustration, stress, alienation, and ambiguity); and cultural awareness (social values, customs, norms, and systems). After completing the questionnaire, subjects were asked to suggest two American friends, roommates, instructors, or other persons who knew them well. This group of "raters" evaluated the international students' levels of intercultural communication competence by completing Intercultural Behavioral Assessment Indices (composed of display of respect, interaction posture, orientation to knowledge, empathy, relational role behavior, interaction management, and tolerance of ambiguity measures). Booklets were returned for 129 of the subjects. Results revealed significant correlations among measures of personal attributes, communication skills, psychological adaptation, and cultural awareness. Also, the linear combination of the dimension of Intercultural Behavioral Assessment Indices was positively and significantly related to the linear combination of personal attributes, communication skills, psychological adaptation, and cultural awareness dimensions. (One figure and four tables of data are included, and 61 references are appended.) (MM)

ED 297 410 CS 506 313

Pollack, Hilary L.

Questioning Strategies To Encourage Critical Thinking.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Sep 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; *Classroom Environment; Classroom Research; *Classroom Techniques; *Critical Thinking; Deduction; Grade 4; Intermediate Grades; Naturalistic Observation; *Questioning Techniques; Teaching Methods
IDENTIFIERS- Open Ended Questions

In an attempt to explore the type of classroom environment that contributes to the development of critical thinking, and the questioning techniques and strategies employed there, prolonged observation was conducted in a fourth grade gifted classroom. The teacher of this classroom attempted to relate all her questioning strategies to the enhancement of higher level thinking skills. Open-ended questions (not having one right answer) encouraged independent critical thought as well as creativity. The children understood that all thoughtful responses to questions were valued. Deductive reasoning was fostered by activities such as "Mind Benders" and "Stories To Stretch Minds," requiring the children to put together clues to arrive logically at a conclusion. The few activities requiring one right answer necessitated the use of reference materials to find that answer, thus reinforcing research skills. The teacher provided guidance and direction, but rarely answers. Knowledge in this classroom was not presented to students by the teacher. Rather, the students generated their own knowledge through the application, analysis, synthesis, and evaluation of ideas. (Six references are attached.) (SR)

ED 297 352 CS 211 421

Grade 6 Achievement Test: English Language Arts. Part A: Composition.

Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 12p.; For related document, see CS 211 422.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Essay Tests; *Grade 6; Intermediate Grades; *Writing Evaluation
IDENTIFIERS- Alberta; Test of Written English

Half of a two-part English Language Arts Achievement Test, this test evaluates composition skills in Grade 6. It contains general instructions for the student, as well as the beginning of a story to be completed by the student, and blank pages for ideas/planning, for planning and drafting, and for the revised work. The instructions indicate that evaluation criteria are content, development, sentence structure, vocabulary, and conventions. (SR)

ED 297 108 CE 050 596

Uddman, Ralph
Report on Studies in the History of Adult Education in Sweden .
PUB DATE- 1 Jul 86
NOTE- 15p.; Paper presented at the International Conference on the History of Adult Education (Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Archives; Developed Nations; *Educational History; Foreign Countries; Local History; *Oral History
IDENTIFIERS- *Sweden
In 1966, a campaign called "Operation Popular Education Memory" (Operation Folkbildningsminnen) was begun in Sweden. Its aim was to save old material and oral memories. The operation developed into nationwide cooperation among popular educational associations, universities, archives, and libraries. It continued under the management of the National Federation for Adult Educational Associations with additions to its original aim--to give continuous documentation on adult education, to arrange courses in the field of adult education history, and to train research workers. Six handbooks on these themes and on how to build up the archives in the adult educational associations were produced. Courses for training teachers, study circle leaders, and researchers were arranged on management of archives, guidelines for documentation, organization of archives, interviewing, and use of tape recorders. (Two enclosures are provided. The first lists proposals for discussions in the History of Adult Education study group at the International Conference on Adult Education World Assembly. (Buenos Aires, 1985). The second enclosure is an eight-page report on studies in adult education history in Sweden in 1985. It describes conferences, a recent report that provides an account of historical developments in popular education for the mentally ill, theses that have been devoted to popular education, and local history studies.) (YLB)

ED 297 165 CE 050 686

Ashmore, M. Catherine, Ed.
Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Entrepreneurship Education Consortium.
PUB DATE- 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Community Colleges; *Economic Development; *Entrepreneurship; Federal Legislation; Postsecondary Education; *School Business Relationship; *School Role; Secondary Education; Small Businesses; *Statewide Planning; Two Year Colleges; Vocational Education

These proceedings include the following reports: "Entrepreneurship Education: The Seed of Economic Development" (Gordon Ropp); "A Community College Statewide System" (Randy Grissom); "REAL Rural Education Action Learning Enterprises" (June Atkinson); "SBIR Small Business Innovation Research Opportunities" (Lou Perry); "The Trade and International Economic Policy Reform Act of October 1987" (Robert E. Taylor); "The Role of Vocational Education in Developing Entrepreneurial Talent and Small Business" (Sally Novetzke); "Partnerships for Economic Development--Introduction" (Nelson Ronsvalle); "Partnerships for Economic Development--New York" (Nelson Ronsvalle); "Partnerships for Economic Development--Ohio" (Sonia Price); "Partnerships for Economic Development--Minnesota" (Lynda Rago); and "Partnerships for Economic Development--Oklahoma" (Gene Warner). A list of 1987-1988 members of the National Entrepreneurship Education Consortium, a statement of the consortium's mission, and the agenda of the consortium's December 1987 meeting are also included. (MN)

ED 297 253 CG 021 035

Hetherington, E. Mavis; Clingempeel, Glenn
Coping with Remarriage: The First Two Years.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988). For related documents, see CG 021 035-039.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adolescent Development; *Adolescents; Comparative Analysis; Coping; Divorce; *Family Relationship; Longitudinal Studies; *Nuclear Family; *One Parent Family; *Preadolescents; Remarriage; *Stepfamily
It has been estimated that about 30% of children will spend some time in a stepfamily and that 10% of children will experience two divorces of the custodial parent before they are 16 years of age. While there exists a substantial amount of research on divorce, there is a paucity of studies on remarriage. A longitudinal study was conducted to examine changes in family roles, relationships, and functioning in the first 2.5 years following remarriage. Family interaction patterns and the adjustment of early adolescent children in three types of families (stepfather families; nondivorced families; and families with a divorced, non-remarried custodial mother) were examined. Factors associated with children's successful coping or vulnerability to adverse effects of their parents' marital transitions were explored. Target children were between the ages of 9 and 13 at the beginning of the study. Stepfamilies were assessed three times, once in the first 7 months following remarriage, and again at approximately 16 and 26 months following remarriage. Other subjects were assessed at approximately comparable time periods. At the beginning of the study there were 202 families fairly evenly distributed across family groups and male and female target children. By the third assessment, there were 164 families still participating in the study. Each assessment involved a large set of interview, observational, and standardized test measures. (Results of the study are reported in the four documents that follow.) (NB)

ED 297 294 CS 009 246

Wheeler, M. Candace
Correlation between Remedial Students and Learning Styles: Implications for Computer Assisted Instruction.
PUB DATE- 88
NOTE- 48p.; Master's Thesis, Eastern Washington University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Computer Assisted Instruction; *Computer Software; Elementary Education; Grade 6; Remedial Programs; *Remedial Reading
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Reading Style Inventory (Carbo)
A study investigated the learning styles of remedial students and the implications for computer-assisted instruction. The subjects were 31 sixth-grade Chapter 1 students from a middle school in Idaho who did not have learning disabilities nor were candidates for special education. The subjects were given the Reading Style Inventory (RSI). Results indicated that all subjects had a strong to moderate kinesthetic preference and most had high visual strength. The implication is that computer software which emphasizes problem-solving and simulation will address the particular learning style of remedial readers. (One table of data and two figures are included, and 38 references are attached.) (RS)

ED 297 324 CS 211 382

Robinson, Randal
Unlocking Shakespeare's Language: Help for the Teacher and Students.
TRIP: Theory & Research into Practice Series.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-5568-5
PUB DATE- 89
NOTE- 93p.
CONTRACT- 400-86-0045
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 ($7.95 member, $9.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- English Instruction; Grade 10; Higher Education; High Schools; *Language Usage; Language Variation; *Literature Appreciation; *Seventeenth Century Literature; Teaching Methods; *Writing Exercises
IDENTIFIERS- *Elizabethan Drama; *Shakespeare (William); Word Omission; Word Order
One of a series of practitioner oriented texts designed to clarify important educational issues and improve classroom practice. This book examines difficulties in teaching Shakespearean language at the high school and undergraduate levels and provides practical exercises for students. The book begins with an overview of previous theory and research related to the study of William Shakespeare's dramatic language, and pinpoints the most confusing language practices, based on diagnostic exercises with college students and high school sophomores. The book is then divided into three sections of practice exercises (with worksheets for students, and an introduction for teachers). The first section--"Shakespeare's Unusual Arrangements of Words"--focuses on Shakespearean characters' unexpected word sequences. Section 2--"Shakespeare's Troublesome Omissions"--discusses how students can improve their understanding of syllable omissions, omissions of syllable parts, and word omission in the characters' speeches. Finally, the third section--"Words Not Quite Our Own"--presents groupings of 112 familiar words that appear with unexpected meanings, and four assignments which can be used in conjunction with the vocabulary materials. (MM)

ED 297 367 CS 211 440

Macrorie, Ken
The I-Search Paper--Revised Edition of "Searching Writing."
REPORT NO.- ISBN-0-86709-223-8
PUB DATE- 88
NOTE- 359p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College English; Editing; *English Instruction; *Freshman Composition; Higher Education; Interviews
IDENTIFIERS- Free Writing; Writing Contexts
A freshman composition text (or "contextbook") that invites readers to take the initiative in their learning, this book is a revised edition of a 1980 work. It consists of the following chapters: (1) "Free Writing"; (2) "Loopy Learning"; (3) "Throwing Back the English"; (4) "Truthtelling"; (5) "Cutting Wasted Words"; (6) "The I-Search Paper"; (7) "A Topic Choosing You"; (8) "Locating Sources"; (9) "Tell It as Story"; (10) "Talking Animals"; (11) "Interviewing"; (12) "I and the Others"; (13) "Objectivity and Subjectivity"; (14) "Five I-Search Papers"; (15) "Bad Words"; (16) "Getting the Point"; (17) "Editing Day"; (18) "Filled with Books"; (19) "Issued Periodically"; (20) "A Profundity of Learning?"; (21) "Sam and Noah"; (22) "Historical Lexicography"; (23) "Spellynge, Spellyng, Spelling"; (24) "Can I Become a Writer?"; and (25) "The Larger Context." (MS)

ED 297 440 EA 020 167

Bishop, John
Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
PUB DATE- 10 Mar 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Compensation (Remuneration); *Credentials; *Education Work Relationship; Elementary Secondary Education; Outcomes of Education; *Productivity; *Salary Wage Differentials
Wage rates and earnings can mislead public and private decisionmakers about the social benefits of certain kinds of education and training investments. This confusion arises because (1) workers and employers prefer employment contracts that downplay productivity differences among workers doing the same job; and (2) important dimensions of educational and training accomplishment (skill, knowledge, and competencies) are often not signaled to potential employers and therefore have limited influence on job allocations. This situation results in significant productivity differentials among workers receiving the same pay for the same job. Some differentials are related to inefficiently signaled educational and training accomplishments (or academic achievement). This paper develops a simple signaling/implicit contract model of the labor market. True productivity depends on general intellectual achievement and educational credentials, but since the former is unobservable, pay is based on credentials and supervisory assessments of doubtful reliability. The labor market tends to overcompensate credentials and undercompensate academic achievement. Next, the paper refutes an assumed equality between simple wage and individual marginal revenue products. A hypothesis equating productivity with wage effects of general intellectual achievement is also refuted. Finally, the paper develops a method of estimating academic achievement's true impact on productivity and applies it to data on 31,399 workers' productivity. The analysis strongly supports signaling theory. The tendency to underreward academic achievement may help explain why American high school students devote less time and energy to learning than do their counterparts abroad. Included are 19 endnotes, 71 references, 3 tables, and a worker evaluation questionnaire. (Author/MLH)

ED 297 455 EA 020 200

Van de Water, Julia C.
An Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; *Administrator Selection; Educational Change; Elementary Secondary Education; *Employment Interviews; *Leadership Qualities; *Principals; *Public Schools; *Superintendents
IDENTIFIERS- *New York
While much has been written about teacher selection policies and procedures, administrator selection has received scant attention beyond recognizing the need for improved school leadership and management. Research has shown that building administrators do make a difference and that leadership behavior is positively connected with school outcomes. With nearly half of the nation's principals approaching retirement age, hiring principals should be well-planned, not left to chance. This study examines the competencies and qualities that New York State public school superintendents considered essential for prospective principals. A mail survey was sent to a random sample drawn from 731 New York superintendents. In the survey, both selection criteria and initial interview characteristics were rated according to a seven-point scale. The questionnaire also sought information about the district's management of the interview process and staff, student, and local community involvement. The response rate was 74 percent. Findings showed that the effective principal is considered both an instructional leader and a human relations specialist. The instructional leadership function was perceived as considerably more important than various management competencies, reflecting the shift in the principal's role. School districts must ensure that their selection criteria include principal behavior linked to student achievement and communicate these standards to institutions responsible for preservice training. Interviews should also be supplemented by alternative devices. Included are 67 references. (MLH)

ED 297 093 CE 050 570

Weeks, James P.
Continuing Professional Education Delivery Systems.
Pennsylvania State Univ., University Park. Office of Continuing Professional Education.
PUB DATE- Apr 87
NOTE- 46p.
AVAILABLE FROM- Commonwealth Educational System Stores, 9 J. Orvis Keller Bldg., Pennsylvania State University, University Park, PA 16802 ($5.00 including postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Audiovisual Aids; Closed Circuit Television; Computer Uses in Education; Correspondence Study; *Delivery Systems; Distance Education; *Educational Television; Independent Study; Individualized Instruction; Information Dissemination; Instructional Effectiveness; Lecture Method; *Multimedia Instruction; Postsecondary Education; *Professional Continuing Education; Scholarly Journals; Telephone Instruction; Videodisks; Videotape Cassettes

This investigation of delivery systems for continuing professional education provides an overview of current operational delivery systems in continuing professional education, drawing on experience as found in the literature. Learning theories and conclusions are woven into the descriptive text. Delivery systems profiled in the paper include the following: distance, self-directed learning, lecture, correspondence, professional journal, audiotape, telephone, computer, and television (satellite transmission, cable television, closed circuit television, microwave transmission, videotape, and videodisc). A chart comparing the advantages of each type of delivery system is included in the report. Forty-one references are listed. (KC)

ED 297 123 CE 050 620

Weber, James M.; Sechler, Judith A.
Vocational Education and the Retention of At-Risk Youth.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cooperative Programs; Demonstration Programs; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Research; *High Risk Students; High School Graduates; *Interdisciplinary Approach; Models; Program Effectiveness; School Holding Power; Secondary Education; *Vocational Education
IDENTIFIERS- High School and Beyond (NCES)
Research suggests that the high school dropout rate can be reduced through improved educational programming, especially in vocational education. Several studies have found that when students with similar backgrounds are compared, those who participate in vocational education are more likely to graduate. To determine why students drop out, Weber (1986) analyzed a sample of 2,000 dropouts and 3,000 graduates with similar characteristics from the High School and Beyond database. Besides supporting the positive relation between participation in vocational education and high school retention, the findings suggest that dropouts do not put much time into planning their high school programs, nor do they participate in the mainstream of vocational programs. Further research revealed that successful dropout prevention programs have in common several factors of organization, staffing, and instruction. Some educators see joint efforts between academic and vocational teachers in teaching at-risk students as productive in dropout prevention. Exemplary programs reported include that of the Pioneer Joint Vocational School in Shelby, Ohio, and the "Principles of Technology" curriculum project of the Center for Occupational Research and Development and the Agency for Instructional Technology. The National Center for Research in Vocational Education has developed a support package of materials, "BASICS," to assist schools in bridging vocational and academic skills. The joint effort approach appears to hold much promise for assisting at-risk youth. Twenty-seven references are listed. (KC)

ED 297 137 CE 050 636

Schenck, John P.; And Others
The Life and Times of Victor Karlovich Della-Vos.
PUB DATE- 84
NOTE- 29p.; Source materials were translated from Russian by Serge Ginberg.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Biographies; Educational History; Foreign Countries; *Job Training; Postsecondary Education; *Program Development; *Technical Education; *Training Methods; *Vocational Education
IDENTIFIERS- *Della Vos (Victor Karlovich); *USSR

Viktor Karlovich Della-Vos is created as being the director and chief architect of Russian manual training. Born in 1829, Della-Vos received a degree in physical and mathematical sciences from Moscow University in 1853. He began his teaching career in 1854 as a teacher of Russian and eventually began teaching advanced mathematics in 1858. In 1860 he was sent to Paris to study the theoretical and practical aspects of machine tool building. He also spent time in London studying farm machinery. After returning to Russia in 1864, Della-Vos was made a professor of mechanics at the Petrovsky Academy. In 1867 he was made director of a Moscow vocational school, and in 1868 he was made director of the Moscow Imperial Technical Academy. His plans for the inclusion of theoretical content in workshop and laboratory courses were unique in their simplicity and detailed organization. His inclusion of manual training at the postsecondary level became famous worldwide. He spent much of his time in the 1870s exhibiting the technical academy's products and inspecting the best technical schools abroad. He died in 1890 after an illness that began in 1879. (This document consists of a translation of two articles from an 1891 work entitled "Recollections of Victor Karlovich Della-Vos" and an introduction to the translated text.) (MN)

ED 297 151 CE 050 664

Witt, Elaine B.
The Power Approach to Writing.
Roanoke-Chowan Community Coll., Ahoskie, NC.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Jun 88
NOTE- 471p.; Parts of document are printed on colored paper.
AVAILABLE FROM- Roanoke-Chowan Community College, Rt. 2, Box 42-A, Ahoskie, NC 27910.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; Competency Based Education; *Diagnostic Teaching; High School Equivalency Programs; Student Evaluation; Writing Exercises; *Writing Instruction; *Writing Skills

This course of study presents a competency-based approach to teaching effective writing. It is intended to give the adult educator a tool that can be used for any level of student at any point in writing instruction. The first section contains 48 competencies that address 5 domains of writing--planning, organizing, writing, evaluating, and revising (POWER). The skills are subdivided into 10 levels, from readiness through 12th grade. The course of study section correlates the indicators of each competency with learning activities, resources, evaluation criteria, and remediation. The next section provides testing procedures. It outlines and explains pre- and post-testing and provides evaluation instruments and scoring guides. Appendixes comprise over one-half of the book. Appendix A contains assignments, activities, exercises, handouts for exercises and activities, and suggestions for the teacher. Appendix B includes an index to the activities in Appendix A, bibliographies of student and professional resources, a list of diagnostic/prescriptive evaluation instruments, a list of publishers, criteria for selecting lab personnel and facilities, and suggested audiovisual equipment. Appendix C provides materials on referral procedures. Other attachments include related information (informational material for the teacher), eight modules on writing, and materials for training teachers to use all of these materials. (YLB)

ED 297 179 CE 050 703

Burfisher, Mary E.
How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 88
NOTE- 27p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; microfiche copies--National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 ($6.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Production; Developed Nations; *Developing Nations; *Economics; *Exports; *International Trade; *Monetary Systems
IDENTIFIERS- *Currency Devaluation
United States exports may not necessarily increase when the dollar falls on the world market. Conventional thinking is that a weaker dollar means more demand for U.S. products because they become less expensive than goods from countries with stronger currencies. However, developing countries whose export revenues are denominated in the weakening dollar can lose income because the weaker dollars they earn on their exported goods buy less on the world market. When the dollar slumps, therefore, U.S. farm product sales to some developing countries may also drop. An analysis of the effects of changes in currency exchange rates from 1980 to early 1987 on the capacity of 14 developing countries to buy imports showed that 7 of the 14 have seen a deterioration in import-buying power because of the dollar's drop since 1985. Four developing countries have shown modest improvements. The three top U.S. farm markets among the 14 developing countries--Korea, Taiwan, and Mexico--have not been affected by recent currency fluctuations. (Author/KC)

ED 297 266 CS 009 199

Zafirau, S. James
Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.
Cleveland Public Schools, Ohio.
PUB DATE- May 88
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Testing; Elementary Secondary Education; Public Schools; Racial Differences; *Reading Achievement; *Reading Comprehension; Reading Research; Reading Tests; Sex Differences; *Test Results; Urban Education
IDENTIFIERS- California Achievement Tests; *Cleveland Public Schools OH; Comprehensive Tests of Basic Skills; *Project Perform

Fifth in a series of studies examining reading discrepancies in Cleveland, Ohio public schools, this report analyzed the spring 1986-1987 reading data so that accurate and usable information and recommendations would be available to decision-makers for related planning, curriculum design, and implementation functions of the district. Students in grades 1-12 were given the Comprehensive Test of Basic Skills (CTBS) in the spring of 1986 and the California Achievement Test (CAT) in the spring of 1987. Race, sex, grade level, and adversely affected status subgroups of students were described and compared. Findings included declines in reading achievement for the average student, attributed to the replacement of the CTBS with the CAT; lower scores for the adversely affected, reversing a 5-year trend; Asian and Pacific Islander racial groups having the best average posttest and gain score of any racial group, with Hispanics and Blacks scoring among the bottom three racial groups; for every race and sex group, higher average daily attendance rate for those having better reading comprehension achievement scores; girls scoring higher than boys in reading comprehension; a significantly greater proportion of adversely affected students in the bottom one-third reading group, as well as Black and Hispanic students; a significant drop in average reading scores in grade 7; and reading comprehension gains during 1986-1987 were no greater in the original set of Project Perform schools than in comparison schools. (Fifteen figures, 10 tables of data, and four appendixes of computer-generated data are included.) (RS)

ED 297 353 CS 211 422

Grade 6 Achievement Test: English Language Arts. Part B: Reading (Multiple Choice).
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 23p.; For related document, see CS 211 421.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Grade 6; Intermediate Grades; *Multiple Choice Tests; *Reading Skills; *Reading Tests
IDENTIFIERS- Alberta (Edmonton)

Half of a two-part English Language Arts Achievement Test, this test evaluates reading skills in Grade 6. It contains general instructions for the student, and 50 multiple choice questions on nine readings (two poems and seven stories). (SR)

ED 297 396 CS 506 295

Watson, Arden K.; Monroe, Eula E.
Communication Apprehension, Teacher Perception, Intelligence, and Academic Achievement: A Correlational Study.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Communication Apprehension; Communication Research; Correlation; Elementary Education; *Intelligence; Public Schools; Student Behavior; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Self Report Measures
To determine which variables best predict academic achievement, a study explored relationships among teacher perception of student communication apprehension (CA), intelligence, academic achievement, and self-reported CA in 203 public elementary school students, ages 8 to 12 years in grades 3-6. The Personal Report of Communication Fear (a 14-item self-report inventory) was used to measure levels of CA. Davey's Communication Apprehension Behavior Inventory was used to record teacher perception of CA among subjects. Academic achievement measures consisted of the total battery scaled score on the Comprehensive Tests of Basic Skills, and intelligence data (IQ) were derived from the Test of Cognitive Skills, which was administered in conjunction with the achievement battery. Results indicated that the best predictor of CA included only two variables--intelligence and teacher perception of CA--with the latter sharing little variance with achievement. A predictor model based on both intelligence and teacher perception of CA was found to be only slightly better than one based on intelligence alone. Intelligence correlated significantly with achievement, and CA correlated with teacher perception of CA. Teacher perception of CA correlated negatively with achievement and IQ. CA was not found to correlate significantly with either achievement or intelligence. (Two tables of data are included, and 35 references are attached.) (MM)

ED 297 471 EA 020 255

Yelland, Richard
Time for a Change? Conclusions of a Seminar on the Organisation of School Time and Its Implications for Buildings (Ouranoupoli, Greece, October 11-16, 1987).
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Jun 88
NOTE- 38p.; Figure 2 contains marginally legible print.
AVAILABLE FROM- Publications, Organisation for Economic Cooperation and Development, 2 Rue Andre Pascal, Paris 75016, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Flexible Scheduling; Foreign Countries; *School Schedules

An international seminar was held to identify the scope for improving the way in which the school day, school week, and school year are organized; to consider the advantages and disadvantages of different patterns of organization; and to examine the implications for buildings and more widely, for change. The participants, from 16 Organisation for Economic Cooperation and Development (OECD) member countries, included architects, teachers, and others professionally concerned with the design and use of educational buildings. There are a number of educational, economic, and social objectives of such changes, but the evaluation of local conditions was stressed. Also covered are the topics of possible types of change: increased use of premises during the school day and during nonuse periods, flexible timetables, networking, and year-round schools. A section on the implications of such changes summarizes the findings in the areas of planning, building, funding, and management of the educational buildings. Nine references are included. Appendices include an outline of the purposes and issues discussed during the seminar, a summary of the school year in 13 OECD countries, and a presentation on the building implications of "flexible timetabling." (LMS)

ED 297 485 EC 182 081

Tallent, Mary K.
The Future Problem Solving Program: An Investigation of Effects on Problem Solving Ability.
PUB DATE- Nov 85
NOTE- 30p.; Paper presented at the Annual Convention of the National Association for Gifted Children (32nd, Denver, CO, November 2-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Creative Development; *Creative Thinking; *Futures (of Society); *Gifted; Intermediate Grades; *Problem Solving; Program Effectiveness
The purpose of this study was to determine the effects of the Future Problem Solving Program on gifted students' ability to solve futuristic problems. Two specific research questions were asked. The first question dealt with the effects of the Future Problem Solving Program on subjects' total score on an ill-structured problem. Question two asked which components of the Future Problem Solving process differed across groups. Subjects were fourth- and fifth-grade gifted children in a suburban school district (Southeast Texas). Thirty-three students assigned to treatment had participated in the Future Problem Solving Program for at least 6 months, while the 28 control subjects were non-participants in this program. All subjects attended a Mock Future Problem Solving Bowl and completed a problem booklet similar to those used in the program. Results of analysis indicated a significant effect for treatment on total score. In addition, there were significant differences among four of the six components across groups. There was a significant overall effect for the Future Problem Solving Program on the solution of futuristic problems similar to those used in the program. With the knowledge that the subjects did not differ in their performance on two components of the process, "best solution" and "plan for acceptance", the conclusion was drawn that it is possible that experimental subjects, who had knowledge of the evaluation procedures, concentrated more on components that had a higher possible score than these two components. (Author/CL)

ED 297 195 CG 020 968

Fish, Sandra L.
Therapy on the Telephone: The Decentralization of Traditional Therapy.
PUB DATE- Aug 87
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 967.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Services; *Counseling Techniques; Counselor Client Relationship; *Crisis Intervention; *Hotlines (Public); Interpersonal Communication; *Psychotherapy; Technology; *Trend Analysis
The crisis hotline was probably the earliest use of the telephone for counseling purposes, begun in the 1960s as a suicide prevention service. Crisis counseling is designed to be therapeutic and to result in insight. The telephone has come to be used in a variety of ways for more traditional therapy which differs in basic assumptions and focus from crisis intervention. Traditional therapy usually involves a series of contacts between a mental health professional and a client in an attempt to change client behaviors which interfere with work or social relationships, bringing about substantial change in perspective. While it is readily apparent that the telephone would be useful for the kind of short-term, often anonymous, crisis counseling conducted primarily by volunteers, uses of the telephone for more formal therapy have been less apparent and slower to develop. However, traditional therapy is in the process of being redefined, expanded, and decentralized by the telephone and other forms of mediated communication. Therapy has exploded into uncharted territory via call-in radio and television programs as well as by computerized formats. The telephone is less visible but equally revolutionary in its impact. (ABL)

ED 297 210 CG 020 984

Greenwood, Peter W.
Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand/P-7283
PUB DATE- Dec 86
NOTE- 35p.; Paper presented at a program planning conference sponsored by the U.S. Department of Justice (Annapolis, MD, December 1986).
AVAILABLE FROM- The Rand Corporation, Publication Department, 1700 Main St., Santa Monica, CA 90406-2138 ($4.00; 25% discount on 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Programs; *Correctional Rehabilitation; Criminals; Delinquency; *Delinquent Rehabilitation; Foster Care; *Group Homes; *Outreach Programs; Population Trends; Prisoners; *Supervision
IDENTIFIERS- *Juvenile Justice
This report on correctional supervision of juvenile offenders begins by identifying two principal factors affecting supervision--facility overcrowding and a declining number of offenders expected because of demographic trends. It notes that overcrowding eventually will be alleviated by the decrease in the number of offenders, and that this situation calls for finding noncapital-intensive supervisory alternatives and also provides an opportunity to experiment with alternatives to secure confinement. The goals of supervision are listed and explained. Strategies for exploring or promoting those types of supervisory programs that currently appear to hold the most promise are identified and discussed. The focus is on supervisory programs of: (1) outreach and tracking; (2) nine-to-five community programming; (3) group and foster homes and therapeutic communities; and (4) secure residential facilities. A detailed argument and design for an aftercare experiment is appended. (NB)

ED 297 225 CG 020 999

Machell, David F.

Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.

PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Alcoholism; *Client Characteristics (Human Services); *Counselor Characteristics; Interpersonal Relationship; Males; *Outcomes of Treatment; Sex Differences; *Termination of Treatment
IDENTIFIERS- *Belongingness; *Relapse

There is an ongoing debate as to whether alcoholism counselors who are non-alcoholics can be as effective with alcoholic clients as counselors who are themselves recovering from alcoholism. This study compared the impact of the recovering alcoholic counselor and the non-alcoholic counselor on alcoholic clients' perceived belongingness with treatment peers, as well as on length of stay in treatment and relapse rate in a residential treatment center. Two hundred chronic, recidivistic adult male alcoholics admitted to a 90-day all-male residential treatment program over a 4-year period were randomly assigned to one of four counselors: male alcoholic, female alcoholic, male non-alcoholic, or female non-alcoholic. Based on results of structured interviews conducted at 2-week intervals during their stay, clients were categorized at the end of treatment into either the isolate, dyad, cluster, or variant grouping. Treatment outcome was measured by length of stay in the program and rate of relapse during the program. Counselor gender did not seem to be an important factor with respect to client-perceived emotional attachment, length of stay, or relapse rate. The results suggest that a counselor's recovering status does not seem to have any more impact on the clients' perception of belongingness among their peers or on length of stay or relapse rate than that of non-alcoholic counselors. (NB)

ED 297 282 CS 009 234

Sharp, Pat; Haring, Gerald H.
Brain Functioning and Reading Remediation: Progress in Research and Practice.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Diagnostic Tests; Grade 3; Neurological Organization; Neurology; Primary Education; Reading Research; *Remedial Programs; *Remedial Reading; Research Utilization; *Theory Practice Relationship
IDENTIFIERS- Neuropsychology; Wechsler Intelligence Scale for Children (Revised)
Neuropsychological research can provide a basis for learning how to interpret test data to help solve the problem of how to teach children who fail to read. Insights from brain research can be joined with diagnostic efforts and cognitive, language-based models of reading processes in order to move toward individual assessment and away from "group" or "subtype" classifications. Individual case studies are a promising research strategy for researchers and practitioners who attempt to blend neuropsychology with efforts in remedial reading, but additional research methodologies using advanced psychological measures that link psychological behaviors to organic brain functioning need to be employed as well. A case study demonstrated the dependence of diagnostic processes, remedial strategies, and the outcome on a reading specialist's understanding of how the brain contributes to reading and how this knowledge can be used in remediation. A remedial reading program was designed for the subject of the case study, a third-grader reading at the 1.5 grade level, based on his performance on the Wechsler Intelligence Scale for Children-Revised (WISC-R) and various qualitative neuropsychological measures. The subject's reading level increased almost 3 years in 3 months of intervention, and his reading fluency and confidence increased. (Two figures are included and 36 references are attached.) (RS)

ED 297 310 CS 009 265

Flippo, Rona F.
The Roles, Responsibilities, and Preparation of Developmental Reading-Study Skills Professionals: From the Editor.

PUB DATE- 87
NOTE- 4p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the College Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Higher Education; Reading Instruction; *Reading Skills; Reading Teachers; Remedial Reading; *Study Skills
IDENTIFIERS- *International Reading Association; Professional Concerns

This editorial extrapolates and highlights the role, responsibility, academic course preparation, and competency areas as cited by the International Reading Association (IRA) publication, "Guidelines for the Specialized Preparation of Reading Professionals," for the college developmental reading and study skills professional. The purpose of the editorial is to call attention to the role with which most of the "Forum for Reading" readership is concerned: both from a training perspective, and from a praxiological and reflective perspective. The editorial also discusses responsibility, preparation, and competencies. (MS)

ED 297 354 CS 211 423

Parkhurst, Howard
A Non-College Bound English Curriculum for Arenac Eastern High School.
PUB DATE- 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Curriculum Guides; Curriculum Research; *English Curriculum; High Schools; *Noncollege Bound Students; Rural Schools; Rural Youth; Teacher Developed Materials

In response to a recognition of the differing needs and educational goals of non-college-bound and college-bound rural high school students, this guide presents the English curriculum for non-college-bound students (called "general English") adopted at Arenac Eastern High School (Michigan). Chapter 1 explains the background and purpose of the document; the research done prior to the construction of the new curriculum is reviewed in Chapter 2. Chapter 3 examines English curricula at four other Michigan high schools. Chapter 4 describes the adopted General English curriculum and the reasoning that went into its formulation, stating four criteria to be met: (1) the curriculum must be appropriate for students of high and low skill levels; (2) it must allow for students transferring to the college-bound program part-way through high school; (3) it must place great emphasis on motivation; and (4) it must include types of language skills useful and needed in everyday adult life. Four areas of concentration are identified for each year of high school, drawn from grammar and mechanics, literature and reading, composition, life skills, and media study. Chapter 5 outlines goals and objectives for each grade level of General English. Suggestions for research and a summary are contained in Chapter 6. An extended bibliography and a brief appendix conclude the guide. (SR)

ED 297 368 CS 211 441

Berthoff, Ann E.
Forming, Thinking, Writing: The Composing Imagination.
REPORT NO.- ISBN-0-86709-027-8
PUB DATE- 82
NOTE- 248p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Editing; Higher Education; *Paragraph Composition; *Reading Writing Relationship; *Rhetoric; *Theory Practice Relationship; Writing Exercises; *Writing Instruction; Writing Processes

Intended for those who want to teach composition primarily and centrally and not just as an adjunct to the study of literature, this book about the composing process provides continuing opportunities to put theory into practice. It consists of the following chapters: (1) "The Composing Process Is a Continuum"; (2) "Observing: Observing Your Observations; Observations on Observing"; (3) "Seeing Relationships: Paragraph Sequence I" (4) "Form Finds Form" (5) "Getting Started"; (6) "Forming Concepts" (7) "Developing Concepts"; (8) "Gathering, Sorting, Gathering"; (9) "Correcting"; (10) "Getting to Work"; (11) "Critical Reading and Critical Writing"; (12) "Forming: Paragraph Sequence II"; and (13) "'Do You Know Your Knowledge?': Paragraph Sequence III." (MS)

ED 297 411 CS 506 314

Kane, Peter E.
Freedom of Expression in the Original Constitution: A Bicentennial Review.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Constitutional History; *Diffusion (Communication); Freedom of Information; *Freedom of Speech; Government Role; United States History
IDENTIFIERS- *Communication Context; Government Citizen Relationship; Political Communication; *United States Constitution
The original United States Constitution of 1787, specifically in the communication related provisions of Article 1, deals extensively with communication issues, and provides an illustration of the tensions that existed between freedom and suppression. Philosophically, there was support for freedom of expression while in real world events there was an inclination to seek to suppress unfavorable communication. Two of the communication sections of Article 1 contain this tension within themselves. Freedom of communication is supported in that the activities of Congress are to be made public. However, suppression is possible in that activities may be kept secret. As the language of the provision makes clear, the grant of a copyright can "promote" communication, but it is also clear that the grant of an "exclusive right" can impede communication. Finally, in section 6 of Article I the drafters of the Constitution express their clear support for freedom of communication as essential to democratic decision-making. (MM)

ED 297 425 EA 020 131

School Staffing Ratios, 1987-88. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 88
NOTE- 63p.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21756; $30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; Enrollment; *Expenditure per Student; National Surveys; School Districts; *School District Size; *School Personnel; School Statistics; *Staff Utilization; Tables (Data); Teachers; *Teacher Student Ratio
IDENTIFIERS- *Staffing Ratio

This report on school staffing ratios is prepared from information collected as part of Educational Research Service's "National Survey of Salaries and Wages in Public Schools, 1987-88," which provides data on salaries, wages, and number of staff for 22 professional and 10 support positions. Included are pupil-staff and teacher-staff ratios for individual positions and aggregate categories of professional personnel. Data for these categories are presented separately for large, medium, small, and very small school systems and for five levels of pupil expenditure of the reporting school systems. Two summary tables show the mean number of pupils and the mean number of teachers per professional and per administrative staff member in the 1,728 (57 percent) reporting systems; 23 tables provide data summarizing the number of pupils and the number of teachers per professional and administrative staff member classified by 4 enrollment groups; and 20 tables classify the pupil-staff and teacher-staff ratio categories both by per pupil expenditure and by enrollment group. (MLF)

ED 297 094 CE 050 571

Queeney, Donna S.; Shuman, Susan B.
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
Pennsylvania State Univ., University Park. Office of Continuing Professional Education.
PUB DATE- Jan 88
NOTE- 331p.; For the third edition, see ED 253 656.
AVAILABLE FROM- Commonwealth Educational System Stores, 9 J. Orvis Keller Bldg., Pennsylvania State University, University Park, PA 16802 ($15.00 including postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Career Education; *Certification; *Educational Needs; *Employment Qualifications; *Occupational Information; *Professional Continuing Education; *Professional Occupations; Standards
IDENTIFIERS- *Pennsylvania

This document provides a comprehensive, up-to-date compilation of data regarding professional and occupational practice requirements in Pennsylvania, focusing on the role of continuing professional education in the various credentialing processes. The material is designed as a resource for those serving Pennsylvania's practitioners through the provision of initial professional education, regulation, and continuing education. It first describes the process of continuous updating and discusses state and national trends regarding regulatory practices. Summaries follow of 69 professions and occupations. They outline the requirements for individuals wishing to obtain mandatory or voluntary credentials and provide background information on the development of the profession or occupation and material on current trends within the field. A section on the climate for continuing education in each summary gives continuing educators an overview of the group's perceived need for and interest in continuing education programs.

Lists at the end of each summary provide the names, addresses, and telephone numbers of resource people available to provide information pertaining to certification or licensure and of contact people within professional associations. Briefer synopses of nine additional fields are included. An index of professions and occupations surveyed and five-page reference list are appended. (YLB)

ED 297 109 CE 050 598

Holtmann, Ole-Jorgen
What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?
PUB DATE- Jul 86
NOTE- 17p.; Paper presented at the International Conference on the History of Adult Education (1st, Oxford, England, July 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Developed Nations; *Educational Attitudes; *Educational Benefits; *Educational History; *Educational Needs; *Educational Philosophy; Foreign Countries; Futures (of Society); High School Equivalency Programs; Postsecondary Education
IDENTIFIERS- *Norway
This paper discusses the following features as the most important in the development of adult education in Norway during the past 10-20 years: (1) a desire to obtain a more flexible understanding of when in a person's lifetime education can take place; (2) the acceptance of the adult's need for increased and more comprehensive education; (3) the demand for a more systematic follow-up of the adult's desire for education at a mature age; (4) the demand for equality between elementary education for children and youths, males and females, geographical locations, and more fairness toward the educationally disadvantaged, the handicapped, and other minority groups; and (5) the acceptance of the concept of "illiteracy" in the industrial countries. The paper concludes that adult education is still striving to attain full acceptance as an equal partner in a modern schooling system. Although an investment in education should be viewed similarly to an investment in roads and industry (and education of youths is usually viewed in this manner), only time will tell if adult education will be looked upon as a worthwhile investment in Norway. (KC)

ED 297 166 CE 050 687

Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 11 May 88
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Career Awareness; Career Exploration; Community Education; Conferences; *Cooperative Programs; Counselor Training; *Demonstration Programs; *Entrepreneurship; Exhibits; Fused Curriculum; *Grants; Inservice Teacher Education; Postsecondary Education; *School Business Relationship; Secondary Education; Simulation; Vocational Education; Workshops; Youth Programs
IDENTIFIERS- *Ohio

This publication contains over 80 descriptions of grant-winning entrepreneurship education programs offered in Ohio public schools. Each program description contains information on some or all of the following: sponsoring school(s), project title, purpose, target population, program format and content, site and time of program offering, project director, program costs/budget, evaluation methods, anticipated/actual outcomes, and contact person. The following are among the types of programs represented: young entrepreneurs conferences, teacher inservices for entrepreneurship infusion strategies, vocational job fairs and career days, entrepreneurship brochures and media presentations, community-based entrepreneurship promotion programs, a vocational teachers and counselors internship/visitation program, a program to acquaint female and minority students with successful female and minority entrepreneurs, a simulation to introduce students to the marketing and sales operations, and various guest speaker programs. (MN)

ED 297 239 CG 021 021

Planning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (October 20, 1987).
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-100-645
PUB DATE- 88
NOTE- 152p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); *Census Figures; Data Collection; *Demography; Futures (of Society); Hearings; High Risk Persons; *Hispanic Americans; *Older Adults; *Population Trends; *Reliability; Sample Size
IDENTIFIERS- Congress 100th

This document contains testimonies and prepared statements from the Congressional hearing called to examine the difficulties associated with the lack of reliable demographic data for use in planning appropriate assistance to "special populations" of older Americans, including minorities, persons with disabilities, the rural elderly, older women, frail persons, and low-income persons. In his opening statement, Representative Edward Roybal stresses the importance of the hearing given current proposals for changes in the 1990 Census. An opening statement by Representative James Jeffords and prepared statements by Representatives Mervyn Dymally, Matthew Rinaldo, and Constance Morella are included. John G. Keane, director of the Bureau of the Census, United States Department of Commerce discusses interagency cooperative efforts, Census Bureau research and analysis on aging, the decennial Census and current surveys, and decennial Census questionnaire content and tabulations. Also providing testimony are: (1) Emily M. Agree, research associate from the Center for Population Research, Kennedy Institute of Ethics, Georgetown University; (2) Emily Gantz McKay, executive vice president of the National Council of La Raza; and (3) William M. Ortiz, executive director of the San Juan Center, Inc., Hartford, Connecticut. Testimonies focus on the problems of the Hispanic elderly and on the difficulties involved in obtaining reliable statistics. (NB)

ED 297 254 CG 021 036

Hollier, Evelyn Ann
Parenting Adolescent Children in Nondivorced, Divorced, and Remarried Families.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988). For related documents, see CG 021 035 and CG 021 037-039.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adolescent Development; *Adolescents; Comparative Analysis; Coping; Divorce; *Family Relationship; *Family Structure; Longitudinal Studies; *Nuclear Family; One Parent Family; *Parent Child Relationship; Parenting Skills; Preadolescents; Remarriage; *Stepfamily
A longitudinal study of stepfamilies, divorced maternal custody families, and nondivorced families was conducted to assess the competence of mothers in different family structures, examine stepfather-stepchild relationships compared to relationships between nondivorced biological fathers and their children, see how relationships changed over time for parents and children in remarried families, and examine how parenting in all three types of families might change as children grew older and moved further into adolescence. Three composite indices of parenting behavior (warmth, control, conflict) were drawn from self, spouse, and child reports in structured interviews. Analyses of the data revealed few overall differences in self, spouse, and child perspectives on parenting. While the general tendency appeared to be for parents and children to disengage as children grew older, family structure superimposed its own patterns over this general pattern. Homes with absent fathers and those adjusting to a stepfather appeared more vulnerable to disrupted parent-child relationships during adolescence. (NB)

ED 297 295 CS 009 247

Teaching for Thinking: An Annotated Resource List. No. 9605. Linking R&D to Practice.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 11p.
CONTRACT- 400-86-0005
AVAILABLE FROM- Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main St., Andover, MA 01810 (NO. 9605-09, $2.50 plus $2.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Convergent Thinking; Creative Thinking; *Critical Thinking; Elementary Secondary Education; *Theory Practice Relationship
IDENTIFIERS- *Thinking Skills

The material contained in this annotated resource list is intended to provide information upon which decisions about teaching thinking can be made, not to recommend or point to a particular path. The sources are organized around four groups of questions frequently asked by those responsible for making such decisions: (1) What are the components of thinking? (2) What programs are available to teach thinking? (3) What are some resources and publications devoted to thinking? and (4) Why teach thinking? and How can thinking be taught? The 16 sources include journal articles and monographs from 1984 through 1986, and an insert charts the components included in 23 different programs available to teach thinking. A list of periodicals which deal with the teaching of thinking and descriptions of two videotapes are included. (RS)

ED 297 338 CS 211 398

Golub, Jeff; And Others
Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-1753-8
PUB DATE- 88
NOTE- 162p.
AVAILABLE FROM- National Council of Teachers of English (NCTE), 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 17538-015, $7.50 member, $9.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Class Organization; *Cooperative Learning; Elementary Secondary Education; *English Instruction; Group Activities; *Grouping (Instructional Purposes); Instructional Innovation; *Language Arts; Playwriting; Revision (Written Composition); *Writing Instruction
IDENTIFIERS- *Collaborative Learning; Oral Reports

Written by English teachers considered successful in directing collaborative learning, this collection of essays focuses on the effective use of collaborative learning in the English language arts classroom. The essays and their authors are, as follows: (1) "None of Us Is as Smart as All of Us" (Dana Herreman); (2) "Collaborative Learning and Other Disasters" (Richard Whitworth); (3) "Interactive Learning in the Composition Classroom" (Caryl Klein Sills); (4) "The Power of Collaboration" (Carol Gilles and Marc VanDover); (5) "Fine Cloth, Cut Carefully: Cooperative Learning in British Columbia" (Tom Morton); (6) "A Writing Teacher's Guide to Processing Small-Group Work" (E. Kathleen Booher); (7) "Cooperative Learning in the Literature Classroom" (Rex Easley); (8) "Group Library Research and Oral Reporting in Freshman Composition" (Barbara Schoen); (9) "Talking about Books: Readers Need Readers" (Adele Fiderer); (10) "Group Presentations of Poetry" (Muriel Ridland); (11) "Getting Out of the Writing Vacuum" (Margaret B. Fleming); (12) "Partners in the Writing Process" (Sharon E. Tsujimoto); (13) "Monitoring Individual Progress in Revision Groups" (Mary K. Simpson-Esper); (14) "Building Effective Student Writing Groups" (Jeffrey S. Copeland and Earl D. Lomax); (15) "The Group Paper" (Corrine Alonso); (16) "Ensuring the Success of Peer Revision Groups" (Edgar H. Thompson); (17) "Revising Response Groups" (Marie Foley); (18) "Project Write Start: Elementary and Secondary Writing Partners" (Kirsten Barfod Levinsohn and John Kendall); (19) "A Lesson in Rhetoric: Writing and Performing TV Commercials" (G. Douglas Meyers); (20) "The Sound of Music: A Harmonious Meeting of Minds" (Virginia McCormick); (21) "Six Sides to Learning" (S. Phyllis M. Taufen); (22) "Literature across the Curriculum: The 'Twenty-One Balloons' in the Sixth-Grade Classroom" (Donald R. Bear and Deborah Lohman); and (23) "Scriptwriting in Small Groups" (Carole Cox). (MM)

ED 297 382 CS 506 267

Sherblom, John; La Riviere, Conrad
Speech Accommodation and the Effects of Cognitive Uncertainty and Physiological Arousal upon It.
PUB DATE- Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; Interaction Process Analysis; *Interpersonal Communication; Interpersonal Relationship; *Speech Communication; *Speech Habits
IDENTIFIERS- Communication Behavior; Conversation; *Speech Accommodation; Students as Subjects
In order to investigate speech accommodation--the way in which communicators influence each other's speaking patterns and rhythms--a study examined its occurrence, as well as the extent of a conversational partner's influence, and the influence of interpersonal uncertainty and differences in arousal level upon that accommodation process. Sixty-five pairs of undergraduate subjects discussed a problem situation, uttering a single given sentence both before and after their conversation. These pre- and post-conversation sentences were measured for speaking rate, utterance length, and vocal jitter, and comparatively analyzed. Results showed that a conversational partner's influence was substantial, and suggest that interpersonal uncertainty and differences in arousal level are both influencing factors in speech accommodation. (Twenty-nine references and five tables of data are attached.) (SR)

ED 297 124 CE 050 621

Learn, Richard L.
Incorporating Employability Skills into the Vocational Classroom.
PUB DATE- Aug 88
NOTE- 13p.; Paper presented at the Pennsylvania Statewide Corrections Education Inservice (Camp Hill, PA, August 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; Career Education; *Correctional Education; *Employment Potential; *Job Skills; Postsecondary Education; *Program Implementation; *Vocational Education; *Work Attitudes
To be effective in teaching students employability skills, instructors in corrections education must teach the skills directly in vocational classrooms. The instructors should use a vocabulary system that focuses on specific behaviors and attitudes. They should also be aware that there can be stages of growth involved in acquiring appropriate employability skills. Awareness of this progression helps in incorporating employability skills into the classroom. The levels in a taxonomy of acquisition of appropriate work habits and attitudes are awareness, responsiveness according to that awareness, valuing, and characterization. If instructors follow this process, they can incorporate employability skills directly into the curriculum in the vocational classroom. Two main elements of effective implementation of the program are thorough orientation to these skills and regular feedback to the students on their growth related to them. (YLB)

ED 297 138 CE 050 640

Weber, James M.; And Others
Dynamics of Secondary Vocational Classrooms machine-readable data file .
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- For the documentation concerning this file, see CE 050 559.
GRANT- G008620030
AVAILABLE FROM- National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (614) 486-3655 or (800) 848-4815. Prices upon request; separate fixed format or SAS files for: (1) schools, (2) teachers, and (3) classrooms .
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Basic Skills; Classroom Observation Techniques; *Classroom Techniques; Competency Based Education; Conventional Instruction; High Schools; National Surveys; *Outcomes of Education; *Program Content; Sampling; *Secondary School Curriculum; *Vocational Education; Vocational Schools

The purpose of this data collection effort was to compile national data on the instructional content and processes of occupational education programs at the secondary level. The database included 893 classrooms in 120 high schools, a stratified random sample representing each vocational program offered plus two nonvocational programs in each school. School types were comprehensive, vocational specialty, and area vocational in urban, suburban, and rural settings. Each classroom was observed on two different occasions during a one-week period. Survey instruments included a separate questionnaire and interview protocol for teachers, principals, and counselors; a student interview protocol, a syllabus evaluation form, and a summary data form for outcomes. The identification codes for the data included (1) three-digit site ID, (2) four-digit code for primary or consolidated metropolitan statistical area, (3) two-letter state abbreviation, (4) data type, and (5) interviewer/observer ID. These codes can be used to link all data related to a specific teacher and classroom. The resulting master data files include the following: (1) school file--data about the community, principal and counselor questionnaires and interviews, and summary outcome data (496 variables, 120 schools); (2) teacher file--teacher questionnaire data for observed and nonobserved teachers (267 variables, 2,251 teachers); and (3) classroom file--observed teachers' questionnaires and interviews, student interviews, syllabus evaluations, and classroom observation data (2,682 variables, 893 classrooms). TYPE OF SURVEY: Sample Survey; Cross Sectional Survey. POPULATION: Secondary vocational and nonvocational classrooms. SAMPLE: Secondary schools (120), teachers (2,251), classrooms (893). RESPONDENTS: Teachers (2,747), teachers interviewed (893), principals (120), principals interviewed (120), counselors (120), counselors interviewed (120), students (4,389), classrooms (893). RESPONSE RATE: Teachers (2,251=82%), teachers interviewed (850=95%), principals (107=89%), principals interviewed (117=98%), counselors (114=95%), counselors interviewed (116=97%), classrooms observed (893=92%). FREQUENCY: Once. YEAR OF LATEST DATA: 1987. (SK)

ED 297 152 CE 050 668

Measuring the Costs of Illiteracy in Canada.
Canadian Business Task Force on Literacy, Toronto (Ontario).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
PUB DATE- Feb 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Business; Business Responsibility; *Cost Estimates; *Educational Improvement; Foreign Countries; Functional Literacy; Government Role; *Illiteracy; School Role
IDENTIFIERS- *Canada

A study was conducted to determine the costs of illiteracy in Canada and to suggest future efforts to combat it. Research was conducted by interviewing 35 persons involved with education in Canada, such as officials of the Ministry of Skills Development, other government officials, statisticians, employment service personnel, representatives of business and labor, and adult education officials. U.S. Government and industry representatives were also interviewed in order to make comparisons with the Canadian data. Some of the findings were as follows: (1) research into the costs of illiteracy is imprecise and often only best guesses result; (2) an estimate of the costs to business of illiteracy in Canada is $4 billion annually; (3) the cost of illiteracy to Canadian society as a whole is estimated at approximately $10 billion; (4) these estimates represent a starting point for further research; and (5) there are many ways in which both the private and public sectors can mobilize to address the illiteracy problem, although the solutions will be complex and will extend well beyond literacy training alone. (This report contains three appendixes that are the main body of the report. The first appendix is a report on the cost of illiteracy to business in Canada by the Woods Gordon consulting firm. The second appendix is a further review of selected literacy cost questions from Maclean magazine's marketing department, and the third appendix contains suggestions for what can be done by the various sectors.) (KC)

ED 297 267 CS 009 200

Reidler-Berger, Carole R.
A Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.
PUB DATE- Jun 85
NOTE- 275p.; Ph.D. Dissertation, Yeshiva University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; *Beginning Reading; Bilingual Education; *Bilingual Education Programs; *Bilingualism; Bilingual Schools; Class Size; Code Switching (Language); Diglossia; English (Second Language); *Ethnography; Greek Americans; Language of Instruction; Multivariate Analysis; Primary Education; Reading Instruction; Reading Processes; Reading Research; Reading Skills; Reading Strategies; *Second Language Learning
IDENTIFIERS- Armenian Americans; *Biliteracy; Ethnic Schools

A study investigated initial reading acquisition in English and an ethnic tongue in two New York schools (Holy Martyrs, Armenian and St. Spiridons, Greek) which are representative of an immigration-based biliteracy tradition. The population consisted of students who were mostly (at least 80%) native born, English dominant, and from bilingual speaking and most biliterate homes. Related pedagogical process variables were also analyzed. Findings, based on 164 ethnographic observations in the two schools included: (1) that reading of English and of the ethnic tongue occurred to a similar extent; (2) that reading in both languages occurred more frequently than other language activities; (3) that in many cases, both languages were used; (4) that oral reading strategies predominated; and (5) that basal readers were the prevailing approach in both English and ethnic tongue reading. Exploratory analyses suggested that significant relationships do exist among reading and process variables and identified four independent dimensions of the initial reading acquisition process: English reading, class size, experiential approach, and grade level. (Three figures representing models of bilingual proficiency and 33 tables of data are included: eight appendices containing an inventory of variables, sample protocal, coding categories and related materials, and 188 references are attached.) (MHC)

ED 297 325 CS 211 383

Miranda, Patricia
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
PUB DATE- May 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Certification; Civil Liberties; Constitutional Law; *Court Litigation; Diffusion (Communication); Discriminatory Legislation; Freedom of Information; *Freedom of Speech; *International Law; *Journalism; *Latin Americans; Legal Problems; Mass Media Effects; News Media; Professional Autonomy
IDENTIFIERS- Costa Rica; First Amendment; Inter American Court of Human Rights; *Journalism Licensing; Legal Rights; *Press Law
In 1985 the Inter-American Court of Human Rights ruled that a Costa Rican statute requiring journalists to be licensed violates the American Convention on Human Rights and, by extension, all human rights conventions. Though press freedom advocates hailed it as a major triumph for freedom of expression, the court's ruling was only advisory and has not stopped Costa Rica or other Latin American countries from maintaining such licensing laws. Debate over the licensing of journalists continues, however. The Inter-American Press Association has called upon the legislatures of signatory countries of the Inter-American Convention of Human Rights to repeal their licensing laws in light of the Inter-American Court's decision. While opponents do not dispute the fact that the "colegios" (professional associations which journalists are required to join) can promote the betterment of the journalism profession, they do object to the compulsory nature of the membership. Despite the stated motive of protection of journalists and of the public, such laws constitute a prior restraint, preventing journalists from exercising their right to freedom of expression and limiting the right of the public to receive information and ideas. (Five endnotes and 49 references are attached.) (MHC)

ED 297 397 CS 506 296

Watson, Arden K.
Helping Developmental Students Overcome Communication Apprehension.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150)
Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anxiety; Cognitive Measurement; *Cognitive Restructuring; *Communication Apprehension; *Communication Skills; Curriculum Development; *Desensitization; Evaluation Methods; *High Risk Students
IDENTIFIERS- *Developmental Students; *Personal Report of Communication Apprehension
Since 20% of all college students experience communication apprehension (CA), the developmental student, distinguished by lower than average academic scores, may also experience this inhibiting fear of communication. Characteristics of the developmental communication apprehensive student indicate that a program for overcoming communication apprehension should include individual assessment for each developmental student and a structured alleviation curriculum. Alleviation of communication apprehension, whether related to conditioned anxiety, negative cognitive appraisal, or skills deficit, may be approached through systematic desensitization, cognitive modification, and goal setting. Assessment inventories for types of communication concerns, such as the Personal Report of Communication Apprehension-24, may influence a decision as to whether or not high-scoring students might be candidates for the developmental CA alleviation program. Use of alleviation techniques, such as systematic desensitization cognitive modification and goal setting are helpful when applied according to individual concerns. Appropriate materials to help alleviate CA, such as Robert Mager's "Goal Analysis," or Gerald M. Phillips and Nancy Mitzger's "The Reticent Syndrome: Some Theoretical Considerations about Etiology and Treatment," are available. (Twenty-nine references are attached.) (RAE)

ED 297 426 EA 020 139

Clark, David L.; Astuto, Terry A.
The Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
University Council for Educational Administration.
PUB DATE- Jun 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Policy; *Educational Research; Elementary Secondary Education; Federal Government; Federal Programs; *Government Role; Government School Relationship; *Politics of Education; Research and Development; Theory Practice Relationship
IDENTIFIERS- *Department of Education; Reagan Administration

Dramatic changes in the direction of federal educational policy have occurred since the Reagan administration took office in 1980. This document examines the changes that are taking place and will continue to occur in the emerging policy stance of this administration toward educational research. The thesis is that a form of the "new federalism" in educational policy is in the process of becoming institutionalized, and that a bipartisan consensus has emerged in support of a diminished federal role and an expanded state role in education. This trend toward devolution is likely to dominate educational policy development for the remainder of this century. The implications of these recent shifts in federal education policy for educational research are explored through two basic arguments. The first is that the federal educational research policy agenda evolves from two complementary bases: (1) the stated agenda (research and development emphases articulated by the administration); and (2) the derivative agenda (emphases occasioned by non-research-related policy actions including overarching social policies, substantive educational interests, and the effects of federal policy shifts on policy development at the state and local level. The second argument is that the changes in the federal educational research agenda will have significant implications for both the educational research community and the future of educational research. The gainers will include the census function, outcomes assessment, and dissemination, while losers are basic and applied research and regional laboratories and research and development centers. Twenty-nine references are included. (TE)

ED 297 441 EA 020 169

Resource Catalog. Design for School Excellence School Improvement Program, 1986-87.
Cincinnati Public Schools, Ohio. Dept. of Curriculum and Instruction.
PUB DATE- 20 Aug 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; *Excellence in Education; *Inservice Teacher Education; Instructional Improvement; Program Descriptions; Tables (Data)
IDENTIFIERS- *Cincinnati Public Schools OH

This is the first draft of a catalog of resources being developed to help the Cincinnati (Ohio) Public Schools identify inservice programs and other resources in connection with the Design for School Excellence. Two tables show the relationship between the resources and the Design for School Excellence indicators. The first table is coded to the programs that have been produced or adopted by the Cincinnati Public Schools over a period of years for the improvement of instruction, attendance, and social skills, among others. The second table shows cross references for the Design for School Excellence to audio- and video-tapes and other materials available in the Staff Development Center of the Cincinnati Public Schools. Each program description includes (1) the intended audience, (2) a brief description, (3) training provisions, (4) program materials, and (5) contacts for further information. (TE)

ED 297 456 EA 020 202

Slattery, Patrick; Hall, Gayle
Models of Teacher Evaluation. Policy Bulletin No. 2.
Consortium on Educational Policy Studies, Bloomington, IN.
SPONS. AGENCY- Indiana Univ., Bloomington. School of Education.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Apr 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Legislation; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Public Schools; School Districts; State Legislation; *Teacher Evaluation
IDENTIFIERS- *Indiana

This bulletin summarizes: (1) the Indiana law (HB 1360) that requires public schools to implement teacher performance evaluations as a condition of accreditation, (2) a recent study of teacher evaluation plans and techniques commissioned for the Indiana Department of Education by the Consortium on Educational Policy Studies at Indiana University, (3) the Indiana Department of Education's teacher evaluation guidelines, and (4) evaluation plans used in three Indiana school districts. The three Indiana teacher evaluation programs fulfill the requirements set forth in HB 1360, yet each of the evaluation systems is unique in its approach to evaluating teachers. The focus of this bulletin is on teacher evaluation in general rather than on programs designed specifically for beginning teachers. (SI)

ED 297 486 EC 190 642

Vohs, Janet R., Ed.
Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.
Federation for Children with Special Needs, Boston, Mass.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 118p.
CONTRACT- 300-80-0859
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Advocacy; Career Planning; Court Litigation; *Disabilities; Educational Legislation; Federal Aid; Financial Support; Fund Raising; Health Services; Hispanic Americans; History; *Nonprofit Organizations; *Parent Associations; *Parent Rights; Personnel Management; Philosophy; State Aid; Volunteer Training
IDENTIFIERS- *Parent Centers
The first four volumes of the "Coalition Quarterly" journal are compiled in this document designed as a management resource for consumer organizations (especially parent coalitions) that operate centers for families of handicapped persons. The introductory issue describes the intent of the publication, proposed topics for future issues, and the background and history of parent coalitions and early parent centers. Necessary first steps in formally establishing a parent center are described, and issues including philosophical assumptions, their embodiment in organizational structure, and the need for a legal structure, are discussed. Volume II discusses personnel management as it applies to staffing the parent center including issues governed by law and common personnel practices that have evolved among parent centers. Basic information about nongovernmental funding sources available to coalitions and organizations representing people with disabilities and information about federal and state government funding sources is also provided. Volume III focuses on federal government standards for management of funds received, specifically addressing topics including documentation of monies disbursed, and use of federal audit standards. Additional issues in this volume discuss volunteer resources and introduces the Education of the Handicapped Act Amendments of 1983. Finally, Volume IV reviews recent legislative initiatives in the field of special education and vocational rehabilitation. (AA)

ED 297 180 CE 050 705

Hanson, Gregory; And Others
Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Production; *Agriculture; Credit (Finance); *Economic Climate; Economic Factors; Farmers; *Federal Aid; *Finance Reform; *Financial Policy; *Financial Problems; Public Policy
IDENTIFIERS- *Drought
After nearly half a decade of low income and debt service problems, farm financial conditions began to improve in the mid-1980s. Higher livestock returns, lower production costs, rising land prices, increased lender stability, and fewer tax-driven incentives to borrow and invest are among the factors that eased farm financial stress in 1987. Real net income in 1987 was more than 75 percent higher than during the recession years from 1980 to 1983. Cash income of livestock farmers, who fared better than crop farmers, climbed about $9 billion between 1985 and 1987. However, 1 out of 10 commercial farms (those producing $40,000 or more in 1 year) still faced the risk of loan default going into 1988. Those most at risk are livestock farmers with high debt, cash grain farmers with moderate debt, and cash grain farmers with low debt and crop failure. Although it is too early to assess the economic effects of the 1988 drought, it is apparent that agriculture's recent financial improvement will lessen its financial repercussions. In particular, cash flow and balance sheet gains that accrued in 1987 are providing farmers with more of a financial cushion than existed in 1985-1986. (MN)

ED 297 311 CS 009 266

Hales, Carma M.; Jones, Maurine E.
Managing Your Reading Program--A Total System.
Utah System Approach to Individualized Learning Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Class Organization; Classroom Environment; Elementary Secondary Education; Program Administration; Program Guides; *Reading Instruction; *Reading Programs; Reading Strategies; Teacher Role; Teaching Methods
This guide provides specific information on designing and implementing a reading program. The guide is divided into the following six parts: (1) "Planning for Instruction," including sections on setting ideal goals, establishing a "reality base," and organizing a work flow; (2) "Content Organization," including sections on the structure of reading, using a scope and sequence, and determining the difficulty of materials; (3) "Environment Management," with sections on the organization of materials, and the organization of the classroom; (4) "Effective Teaching," including sections on preparing for instruction, installing independent reading and instructional phases, and responding to learner needs; (5) "Working with Beginning Readers," with sections on using student experiences, teacher-made materials, and available resources; and (6) "Review--The Process in Action," including sections on effective instruction, and a model for teaching and learning. A checklist ("How I Establish a Learning Climate") and a teacher self-checklist are appended. (MM)

ED 297 369 CS 211 442

McNeil, Lynda D.
Logging the Interpretive Act: Dialogical Interaction in the Literature Classroom.
PUB DATE- Mar 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; English Curriculum; Higher Education; *Journal Writing; Literature; Reading Writing Relationship; Student Journals; *Writing Exercises
IDENTIFIERS- Dialogue Journals; Recursive Thought; *Reflective Thinking; Student Journals; Writing Contexts
Disclosing interpretation as a meaning-making process of the active mind to students in all humanities courses, and especially in literature classes, is possible in numerous, phased writing assignments with built-in exercises in recursive and reflective thinking. The exercises are written down in each student's log (journal), a process which allows students to enter into dialogic discourse with themselves and with others in the class. The exercises ask for: (1) expressions of feeling, reactions, and impressions; (2) observations and reflections; (3) generalizations, hypotheses, and theories; (4) testing hypotheses, formulating theses; and (5) meta-interpretation and reflection. The student log, in any class, enables students to become aware of themselves as meaning-makers by tracking the dialogue between themselves and the text, the "inner" dialogue, and the social dialogue inherent in critical consciousness and meaning making. (A figure illustrating the double helix model is appended.) (RS)

ED 297 412 CS 506 316

Metallinos, Nikos
Figure/Ground Anomalies in Commercial Television: A Diagnostic Study.
PUB DATE- Jun 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Canadian Communication Association (Windsor, Ontario, Canada, June 6-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Commercial Art; Higher Education; Media Research; *Television Viewing; *Visual Perception; *Visual Stimuli
IDENTIFIERS- Advertising Effectiveness; *Figure Ground
A diagnostic study tested the hypothesis that still advertising pictures and television commercials are governed by a basic visual communication principle: that viewers' comprehension and retention of still and moving images depends greatly on the harmonious coexistence of their figure/ground relationships. Ten still images (half in black and white and half in color) and two television commercials (all with indistinguishable or distorted figu e/ground relationships) were shown to 122 college students, who answered multiple-choice questions intended to measure comprehension and retention. No control group was used. Results indicated that the more the figure/ground distinction was blurred, the more viewer comprehension and retention declined. This suggests that the perceptual gimmicks and picture distortions often used by commercial advertisers do not enhance visual communication. (One table of data is included; 21 references and the two questionnaires used in the study are appended.) (SR)

ED 297 472 EA 020 259

Richardson, Sandra C.
The Principal: Gatekeeper of Change.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrative Organization; *Administrator Effectiveness; Elementary Secondary Education; *Instructional Leadership; *Occupational Information; *Principals; School Administration; *School Effectiveness

The role of the principal as the key decision-maker, problem-solver, and agent of change at the school site is discussed in this paper. A review of the recent literature indicates the major ways in which this role may be enhanced to bring about school effectiveness. The first section discusses the skills necessary to be a principal in today's schools. Most important are being able to work with teachers and to determine and appreciate their unique qualities, to innovate, to manage resources efficiently, and to serve as an instructional leader. Next, the conflicts inherent in the role of principal are outlined; the ambiguity of the tasks, the internal and external forces applying different pressures, and the budgetary restraints. Finally, the requirements necessary to implement real change are discussed. Levels of change, the obstacles that routinely inhibit change, some warnings of ways change may be ineffective, and suggestions for evaluating an individual school before beginning any changes are given. A current plan that places more emphasis on longer internships for principals, better graduate programs, and principal centers is also mentioned as a unified way to enhance principal preparation. In summary, while the student is the most important person in a school, that the principal plays a crucial factor in school effectiveness. The principal's role is difficult but not impossible, and it is this person's commitment to the job that will determine success. References are included. (LMS)

ED 297 110 CE 050 600

The Dropout Dilemma: Searching for Formulas That Work.
Texas State Council on Vocational Education, Austin.
PUB DATE- Jun 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Educational Needs; Educational Strategies; Elementary Secondary Education; High Risk Students; Position Papers; Program Content; *School Role; Statewide Planning; *Vocational Education
IDENTIFIERS- *Texas

It is the position of the Texas Council on Vocational Education that students at high risk of dropping out of school need an instructional approach that is comprehensive, individualized, and caring. Vocational education provides an important learning alternative that can serve as a powerful component of dropout prevention and recovery programs. In Texas, the cost of dropping out is estimated at $17.12 billion in foregone income, lost tax revenue, unemployment insurance, adult training and education, and the increased cost of crime and welfare. Common elements of dropout prevention programs that work are parental involvement and support, strong administrators and teachers, a focus on the individual and on building self-esteem, provision of an array of supportive services, and broad-based partnerships. Model methods that work include starting early, mentoring, intergenerational programs, year-round schooling, alternative programs, and schools-within-schools. For its part, vocational education can help prevent at-risk students from dropping out of school by making high-risk students aware of vocational education and recruiting them into vocational programs, providing extensive career exploration and job-specific skill training, and offering work-study activities. (MN)

ED 297 167 CE 050 688

Ashmore, M. Catherine; Guzman, Geannina
Entrepreneurship Program Database.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Entrepreneurship Education Consortium.
PUB DATE- 88
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Business Education; Databases; *Entrepreneurship; Instructional Materials; *Lifelong Learning; Postsecondary Education; *Program Content; Program Descriptions; *Program Development; Program Implementation; Secondary Education; State Programs; *Statewide Planning; Vocational Education
This publication contains a synthesis of information collected by the National Entrepreneurship Education Consortium on the efforts of local vocational education programs in the area of entrepreneurship education. The programs described represent all instructional levels and all areas of the country. A directory of programs listed by state is provided. This is followed by a directory that lists programs in accordance with the five stages of the National Center for Research in Vocational Education's lifelong entrepreneurship model, i.e., programs focusing on basic skills, competency awareness, creative applications, start-up, and growth. Also included in this directory is a brief section on pertinent teacher education programs. A set of program abstracts constitutes the next sections; 103 programs in 20 states and 2 foreign countries (Jamaica and Canada) are presented. Each abstract contains information on the organization sponsoring the program, a contact person, and a description of the program's goals and curriculum. A 13-page section on curriculum and resources used covers the following materials: books and texts, curriculum guides, publications, films and videotapes, computers, transparencies, and programs. Twelve 1987 and eighteen 1988 state leadership activity reports are included. The entrepreneurship program questionnaire used to collect the data in this guide has also been provided. (MN)

ED 297 196 CG 020 969

McCann, Richard A.; Austin, Susan
At-Risk Youth: Definitions, Dimensions, and Relationships.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; *Dropout Characteristics; *Dropout Prevention; Elementary Secondary Education; *Family Characteristics; *High Risk Students
IDENTIFIERS- Maryland; Pennsylvania

This paper results from the collaborative work of Research for Better Schools, Inc., with the state staffs of Pennsylvania and Maryland on the problem of students at risk. It highlights the ways in which the problem is being defined, the data sets that are being used to suggest the magnitude of the problem, and the studies that are being used to suggest the interrelationships of various aspects of the problem. These three sets of definitions of students at risk are discussed: (1) students who are at risk of not achieving the goals of education in order to become productive members of American society; (2) students who exhibit behaviors that educators see as interfering with the educational process, including truancy, using drugs and alcohol, becoming pregnant, etc.; and (3) students whose family or community background may place them at risk. Studies that suggest the interrelationship of families' characteristics, student behaviors, and school success are described, focusing on the National Assessment of Educational Progress and the High School and Beyond studies. The Maryland and Pennsylvania approaches to the problem are described. The paper concludes that the decision to recast the problem of students at risk as questions directly related to the mission of schooling encourages state and local educational leaders to reexamine current program processes and structures of schools. (ABL)

ED 297 211 CG 020 985

Ellickson, Phyllis L.; Robyn, Abby E.

Toward More Effective Drug Prevention Programs.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Conrad N. Hilton Foundation, Los Angeles, CA.
REPORT NO.- Rand/N-2666-CHF
PUB DATE- Oct 87
NOTE- 19p.
AVAILABLE FROM- The Rand Corporation, Publications Department, 1700 Main St., Santa Monica, CA 90406-2138 ($4.00; 25% discount on 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; Beliefs; *Drug Education; Elementary Secondary Education; Peer Influence; *Prevention; *Program Design; *Social Influences

This report discusses guidelines for developing drug prevention programs. It reflects knowledge acquired in developing and implementing Project ALERT, an adolescent drug prevention program currently being evaluated with more than 6,500 students in California and Oregon schools. The guidelines discussed are based on information about the effectiveness of different prevention models, the developmental capabilities of different age groups, the patterns of drug use over time, and factors that affect successful program delivery. The report begins by identifying the information approach and the general skills approach to drug prevention as two models that have not seemed to work well. An approach which holds more promise is the behaviorally-based social influence approach, which addresses the major influences promoting initiation into drug use: pressure from others to use drugs and the child's own belief that using drugs will yield positive social outcomes. The report considers when drug prevention education should be offered, what substances should be targeted by drug prevention programs, how interested students will be in drug education, and what assistance teachers will need in implementing drug prevention programs. Four pages of references are included. (NB)

ED 297 226 CG 021 000

Gattiker, Urs E.
Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.
SPONS. AGENCY- Lethbridge Univ. (Alberta).
PUB DATE- 88
NOTE- 42p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Cross Cultural Studies; *Employee Attitudes; Employer Employee Relationship; *Employment Level; Foreign Countries; *Income; *Sex Differences; Work Attitudes
IDENTIFIERS- Canada; Organizational Commitment; United States
This study examined how factors such as income, gender, and hierarchical level help to determine employee's level of attitudinal and behavioral commitment to their employers in the United States and Canada. Employers at 28 Canadian firms and 15 U.S. firms were asked to choose female respondents and match them with male respondents in positions of similar job complexity and responsibility. Subjects chosen were managers with supervisory, budget, hiring, and other such responsibilities. The final sample of 306 Canadian and 157 U.S. respondents completed the Organizational Commitment Questionnaire. While cross-cultural differences were found to be limited, intra-cultural differences in behavioral commitment were apparent between subgroups within the individual countries. Data indicated that behavioral commitment based on gender differed in both countries, while income and hierarchical effects resulted in differences in behavioral commitment between groups only in Canada. The only significant difference between the countries was found in the respondents' level of behavioral commitment for high income earners. Since attitudinal commitment was apparently not affected by gender, income, hierarchical level, and inequality, it can be concluded that considering this dimension in studies of this type is pointless. (Author/NB)

ED 297 283 CS 009 235

Ketcham, Clay A., Ed.
Proceedings of the College Reading Association, Volume 1, Spring 1961.
College Reading Association.
PUB DATE- 61
NOTE- 82p.; For other documents in this series, see CS 009 236-245. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Faculty; College Programs; *Developmental Programs; Higher Education; *Instructional Materials; *Mass Media; *Reading Diagnosis; *Reading Programs; Reading Research; Reading Teachers; *Remedial Reading
IDENTIFIERS- *College Reading Association
On October 11, 1958, The "Committee for a College Reading Association" held a college reading conference at LaSalle College and took the first formal steps to organize a "College Reading Association". This association consists primarily of those professionally interested in a forum for college reading programs in the northeast and middle Atlantic areas. This document is the first volume in the "Proceedings" of this new association and covers the papers presented at its Second Annual Meeting (1959) and its Third Annual Meeting (1960). Articles and their authors from those two conferences consist of: (1) "A Meeting on Reading in College (Bruce W. Brigham); (2) "Developmental Reading: The Challenge of an Unexplored Frontier" (Paul D. Leedy); (3) "Has the Reading Manual a Place in a College Reading Course?" (Herbert E. Ketcham); (4) "A Skills Approach" (Thomson L. Leiper); (5) "The Place of Teacher-Prepared Materials in the College Reading Program" (Eleanor Logan); (6) "A Self Motivating Approach to Developmental Reading with College Students" (Paul D. Leedy); (7) "Informal Measures in Reading Diagnosis" (Albert J. Mazurkiewicz); (8) "What Is Being Done in College Programs?" (Charles Colvin); (9) "Reading and Mass Media" (M. Jerry Weiss); (10) "Goals and Skills in Developmental Instruction" (Albert J. Mazurkiewicz); and (11) "A College Developmental Reading Course in Action" (Paul Drumm). An appendix includes the addresses for the active membership of the College Reading Association in 1961. (MS)

ED 297 296 CS 009 248

Medley, Vickie; Jones, Paul L.
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.

Memphis Literacy Coalition, TN.; Naval Technical Training Command, Millington, Tenn. Research Branch.
PUB DATE- Jul 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basal Reading; *Basic Skills; *High Risk Students; Literacy; *Psychoeducational Methods; Reading Achievement; *Reading Attitudes; Reading Difficulties; *Reading Improvement; *Reading Instruction
IDENTIFIERS- Gates MacGinitie Reading Tests; PLUS Program; *Project Literacy

Project Literacy United States (PLUS) is a national service project initiated in December 1985 with the key goals of mobilizing and organizing community resources to deal with illiteracy on a local level and to raise awareness of the widespread illiteracy problem. Using concepts from the Navy's intensive reading immersion program, Memphis-Project Literacy's Westside High School intensive reading immersion program demonstrated that community partnerships can be established and mobilized to improve the basic skills of its young adults while enhancing the quality of their lives. The program incorporated special instructional techniques innovations, and incentives to increase the motivation and achievement of "at risk" youth. The program included an eye exam and hearing test; meals; group affiliation activities; communication with and participation of parents/guardians; business and community organization involvement; prompt feedback on student performance; and well-qualified and caring teachers. The Memphis-PLUS program was successful in: (1) raising student reading grade level; (2) providing a quality educational experience within school premises which helped to develop the student's individual potential while teaching self-discipline and perseverance; (3) creating an atmosphere of positive interpersonal relationships; (4) contributing significantly to each student's mental, emotional, and physical well-being; (5) demonstrating the success of a partnership approach uniting school, home, and community; (6) communicating to the community the needs of "at-risk" adolescents; and (7) providing cultural opportunities for the students. (Acknowledgments, two tables of data, and two appendixes containing questionnaires on student attitudes are attached.) (RAE)

ED 297 355 CS 211 424

Language Arts Curriculum Guide.
Merrimack School District, N.H.
PUB DATE- Oct 86
NOTE- 89p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Education; *Elementary School Curriculum; High Schools; *Language Arts; Public Schools; *Secondary School Curriculum

Created by the professional educators of the Merrimack School District (New Hampshire), this curriculum guide addresses the language arts in grades Readiness through 5, and in high school (freshman through senior). The guide begins with a foreword, an overview of the program, and a philosophy of each of the five major component areas of instruction (listening, speaking, reading, writing, and study/reference skills). An elementary language arts global curriculum map follows, identifying in chart form and in instructional sequence (specifying grade level for introduction, review and reinforcement, and mastery) all of the objectives of the Language Arts program for grades Readiness through 5 in the major areas of instruction. The guide subdivides freshman, sophomore, junior, and senior high school English into four levels each, with each level containing a course description, general student objectives, and a bibliography. A vocabulary list and an etymology list are at the end of each year's section. The guide concludes with creative writing and speech communication guidelines, both at level 3, including a course description, basic course outline, activities, method of student evaluation, general student objectives, and bibliography. (SR)

ED 297 383 CS 506 271

Hsia, H. J.
Peering into the Future of Advertising.
PUB DATE- Jul 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; Communication (Thought Transfer); *Databases; Electronic Publishing; Information Networks; *Information Retrieval; Information Technology; Marketing; *Mass Media Role; *Mass Media Use; News Media; Technological Advancement; Telecommunications
IDENTIFIERS- *Integrated Databases; Integrated Services Digital Networks; *Interactive Computer Systems; Interactive Videotex Project
All areas in mass communications (i.e., newspapers, magazines, television, radio, films, photos, and books) will be transformed because of the increasing sophistication of computer users, the decreasing costs for interactive computer systems, and the global adoption of integrated services digital networks (ISDN). ISDN refer to the digitization of data, voice, image, and eventually movies stored in mainframe or microcomputer and transmitted or retrieved through a fiber optic network interconnected with anything and everything electronic. Because ISDN coupled with computers will not only change established media, but create new media, how advertising will change must be systematically studied in terms of: (1) the impact of the inevitable emergence of the new media and new professions; (2) advertising databases and their effects on the advertising and marketing practices; (3) the marriage between news and advertising and the probable wedding between broadcast and print media; and (4) the ramifications of electronic news publishing, advertising database systems, and the eventual globalization of communications. The new-tech environment is bringing about a future in advertising that will create a new media, new advertising, and new professionals. (MS)

ED 297 095 CE 050 572

Thiel, Kathleen K.
Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
SPONS. AGENCY- Buckeye Association of School Administrators, Westerville, OH.
PUB DATE- 25 Jan 88
NOTE- 5p.; Also sponsored by the Ohio Association for Adult and Continuing Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Adult Basic Education; *Adult Education; *Educational Attitudes; Educational Benefits; Educational Finance; *Educational Philosophy; High School Equivalency Programs; Postsecondary Education; *School Role; *Superintendents
IDENTIFIERS- *Ohio
A study was conducted to assess the opinions of Ohio public school superintendents about the issues of (1) the mission of public schools regarding adult education; (2) the nature of adult education funding; and (3) the benefits accrued to the local school district as a result of adult education programs. A survey form was developed and mailed to 697 superintendents in Ohio during the 1986-87 academic year; responses were received from 606 superintendents (87 percent). Analysis of the data collected showed that (1) superintendents were ambivalent regarding the mission of public school systems in serving as providers of adult education, with the philosophical support for public school adult education that does exist often tempered by concerns for funding; (2) superintendents approached mild agreement on the role of educational entitlements in serving as providers of adult education; and (3) superintendents agree more on the issue of benefits as a result of adult education than on mission and funding. Recommendations were made for professional associations of school superintendents to promote the role of adult education and to call for free education for adults who have not completed basic and/or high school education. (KC)

ED 297 125 CE 050 622

Calabrese, Anthony; And Others
Finding Our Way from Here to There: A Parent's Guide to Sex-Fair Vocational Career Planning.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Choice; Career Planning; Community Colleges; *Employment Opportunities; Equal Opportunities (Jobs); *Nontraditional Occupations; Occupational Aspiration; *Parent Role; Postsecondary Education; *Sex Fairness; Sex Stereotypes; *Vocational Education; Work Attitudes
IDENTIFIERS- Hawaii
This booklet was designed and illustrated to familiarize parents with the many career opportunities available through vocational education. The text provides an overview with a special emphasis on introducing career options without the limiting occupational sex stereotypes of the past. Topics covered in the narrative include the following: parents' role in career planning; what vocational education offers; career opportunities; what parents can do to help their children make the most of vocational opportunities; cost of sex bias in schools; schools and colleges in Hawaii that provide training for various occupations; and general admissions requirements for postsecondary education. (KC)

ED 297 181 CE 050 706

Shane, Mathew D., Ed.
Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES870928
PUB DATE- Jul 88
NOTE- 180p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Production; Agricultural Trends; Agriculture; Developed Nations; *Developing Nations; *Economic Development; Exports; *Field Crops; Government Role; *International Trade; *Policy Formation; Public Policy
IDENTIFIERS- Corn; Wheat

Three levels of papers are contained in this proceedings. The first set contains full research papers presented during the theme day of the meeting. The following papers were given: "International Trade and Factor Movements in Development Theory, Policy, and Experience" (T. N. Srinivasan); "Government in the Process of Trade and Development" (Terry Roe and Mathew Shane); "Technological Potential for Increasing Crop Productivity in Developing Countries (Robert Herdt); "Changing Patterns of Consumption Underlying Changes in Trade and Agricultural Development" (Per Pinstrup-Andersen); "An Argentine Perspective on Recent Agricultural Trade and Policy Developments" (Lucio Reca); and "Trade and Development, Development and Trade" (Mathew Shane). The second set is a group of four papers on the Centro Internacional de Mejoramiento de Maize y Trigo (CIMMYT): "The Evolving Role of CIMMYT: Some Issues for World Food and Agriculture" (Don Winkleman); "The Green Revolution: The Role of CIMMYT and What Lies Ahead" (Norman Borlaug); "CIMMYT's Wheat Program Overview" (Byrd C. Curtis); and "CIMMYT's Maize Program Overview" (Ronald Cantrell). The final section contains 10 short summaries of presentations on critical international issues: "The ERS Economic Research Service Trade Liberalization Study: Methods and Preliminary Results" (Nicole Ballenger); "Is There a Role for Producer and Consumer Subsidy Equivalents in Trade Negotiations?" (Nancy E. Schwartz); "Trade Liberalization: A Canadian View of GATT General Agreement on Tariffs and Trade and the Multilateral Trade Negotiations" (Don McLatchy); "Trade Liberalization: Results from World Trade Models" (Vernon O. Roningen); "Building a World Trade Model: Some Lessons We Are Learning" (Jerry Sharples); "U.S.-Canada Free Trade: What Are the Issues?" (Mary Ann Normile); "A Canadian Agricultural Economist's Perspective on the Canada-U.S. Trade Liberalization Talks" (John Spriggs); "China's Past and Future Role in the Grain Trade" (Colin Carter); "Mandatory Supply Controls and Trade" (William Meyers); and "Tax Reform Policies in Developing Countries" (Cathy L. Jabara). (KC)

ED 297 240 CG 021 022

The Federal Role in Providing Services to the Mentally Ill. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (May 19, 1987).

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 88

NOTE- 220p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Delivery Systems; *Federal Programs; *Government Role; Hearings; *Human Services; Individual Needs; *Mental Disorders; *Mental Health Programs

IDENTIFIERS- Congress 100th

This document presents witnesses' testimonies and prepared statements from the Congressional hearing called to review the United States Department of Health and Human Services' response to mental illness, focusing on the delivery of services for the severely mentally ill, and the leadership role of the National Institute of Mental Health in helping states and communities improve those services. Issues examined include the extent of the problems regarding lack of appropriate services for the severely mentally ill, why federal entitlement programs have been inadequate in providing basic living requirements and treatment for many of the severely mentally ill, and what federal programs have been most effective. Opening statements are included by Representatives Ted Weiss and Jim Lightfoot. Witnesses providing testimony include: (1) Ann Baxter, director, Calvary Shelter, Washington, D.C.; (2) Davis Pollack, representing the National Alliance for the Mentally Ill; (3) Shervert Frazier, psychiatrist in chief, McLean Hospital, Belmont, Massachusetts; (4) Charles Kiesler, provost, Vanderbilt University, representing the American Psychological Association; (5) Steven Sharfstein, vice president, Sheppard and Enoch Pratt Hospital, Baltimore, Maryland, representing the American Psychiatric Association; (6) Joseph Autry, acting associate administrator for policy coordination, Alcohol, Drug Abuse, and Mental Health Administration; (7) Frank Sullivan, acting director, National Institute of Mental Health; (8) Richard Surles, administrator, Office of Mental Health/Mental Retardation, Philadelphia Health Department, Pennsylvania; and (9) Martha Knisley, deputy director, Ohio Department of Mental Health. Letters, statements, and other relevant materials submitted for the record are included. (NB)

ED 297 255 CG 021 037

Hagan, Margaret Stanley; Deal, James E.
Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988). For related documents, see CG 021 035-036 and CG 021 038-039.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adolescent Development; *Adolescents; Comparative Analysis; Coping; Divorce; *Family Relationship; Family Structure; Longitudinal Studies; *Nuclear Family; One Parent Family; *Parent Child Relationship; *Preadolescents; Remarriage; *Stepfamily
One goal of a longitudinal study of stepfamilies, divorced maternal custody families, and nondivorced families was to assess similarities and differences between family members' interactions at the dyadic and triadic levels across time. Observers' ratings of videotaped spouse-to-spouse, parent-to-child, and child-to-parent behaviors during both dyadic and triadic problem-solving settings were obtained at three waves of data collection. The results revealed that, compared to mothers in nondivorced families, remarried mothers were significantly less positive, more negative, and less controlling in dyadic mother-child interactions even after 26 months of remarriage. In contrast, children of remarried mothers closely resembled children in nondivorced families in their behaviors toward their mothers. Data on the stepfather-stepchild relationship showed little evidence that the stepfather adopted a more active and positive parental role over time. The positive and negative behaviors of stepfathers and stepchildren paralleled each other at all three waves of data collection. The hypothesis that interactions between nondivorced family members would be moe consistent than would interactions between remarried family members was partially supported. Children in newly forming stepfamilies experienced greater inconsistencies than did children in nondivorced families. Inconsistencies observed may be an index of continued role ambiguity even 2.5 years after remarriage. (NB)

ED 297 339 CS 211 399

Eiss, Harry
Materials for Children about Nuclear War.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescent Literature; Allegory; *Childrens Literature; *Death; Elementary Secondary Education; Foreign Countries; *Nuclear Warfare; *Picture Books; *Reading Materials

President Reagan's Fiscal Year 1987 budget was an attempt to increase dramatically spending on national defense, on nuclear weapons, while cutting back on social programs. The increases for almost all nuclear weapons indicate the Administration of the United States saw its major responsibility as one of providing a strong military, one centered on the development and deployment of nuclear weapons. Children today must live with the knowledge that at any instant the entire human race might be annihilated. Authors have been including this topic among the subjects dealt with in children's literature, such as Dr. Seuss's "The Butter Battle Book." Other picture books that can be read as allegories of the current arms race are "Drummer Hoff" by Barbara and Ed Emberley, Louis Armstrong's "How to Turn War into Peace," and Toshi Maruki's "Hiroshima's Flash." Judy Blume's book, "Tiger Eyes," offers a subtle statement on the frightening reality of the arms race and the delicate balance between world peace and world obliteration. Older children will find John Hersey's "Hiroshima" and Masuji Ibuse's "Black Rain," which recount the actual bombing of Hiroshima and its after effects, presenting blunt and detailed descriptions. There are also a number of books available which are intended to help parents introduce to their children and explore with them the realities of nuclear war--books which expose children to these realities without plunging them into a state of despair, but rather show them positive activities to help prevent the negative possibilities. (MS)

ED 297 442 EA 020 170

Foote, Tom H.
The Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.
PUB DATE- 28 Feb 88
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropout Rate; Elementary Secondary Education; *Relevance (Education); *School Effectiveness; *Student Evaluation of Teacher Performance; *Student Needs; Teacher Education; *Teacher Effectiveness
Increasing dropout rates, marked decline in college preparatory enrollment, and reports of students' growing dissatisfaction with school prompted this exploration of the dimensions underlying teaching and the ways that microeconomics might positively influence teaching effectiveness. The literature review supports 10 advantages offered by student evaluations of teaching (SETS) in complementing student achievement as a schooling effectiveness measure. The Fox SETS studies show that teachers' enthusiasm accounts for twice the student achievement that lecture content does. This study's analysis was based on a sample of 60 teacher aggregates of 3,961 student questionnaires gathered over 2 years from the same high school. Factor analysis of 52 variables revealed "student-caring" versus "task-driven" as key research-based, teaching dimensions. The resulting "managerial grid" for teachers offered graphic perspectives of interrelationships not afforded by conventional frameworks. Using "student satisfaction with teacher performance" as the dependent variable, allocative efficiency was probed using planar and other quantitative techniques. Results show that "student-caring" has substantially more influence on satisfaction than does "task-driven." Teachers are implicitly paid considerably less for caring than for task-driven behaviors. Reallocating salaries to produce teaching that interests students poses formidable technical and political problems. However, more caring for students, not necessarily more money allocated to it, should also produce higher percentages of satisfied students. The managerial grid should help define and achieve more appropriate teaching styles. Included are 128 endnotes. (Author/MLH)

ED 297 457 EA 020 203

Van Damme, Jan
Development of Renewed Secondary Education in Belgium.
PUB DATE- Apr 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; Middle Schools; *Program Development; *Program Effectiveness; *Program Implementation; School Organization; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Belgium
Most of the middle schools in Belgium are 2-year schools that form a link between the 6 years of elementary education and the last 4 years of secondary education. In Flanders they are regarded as an example of the more global reform of the secondary educational system in a comprehensive sense. First, this document outlines the new system of secondary education as it took shape in the beginning of the 1970s, thereby focusing on the first 2 years--the so-called observation stage. It then sketches the development of renewed secondary education and the current situation. In this connection the document deals with the middle school and the innovation strategy that followed. Thirdly, a report is given of the research so far carried out. As appears from this contribution, the changes in and the adoption of the new educational structure have not always led to a new school structure and a new school culture. In general, the movement toward moderate comprehensiveness has had only a limited effect on the behavior of the teachers; there are more indications of effects on the school career of the students. Included are 22 references, 4 tables, and 2 figures. (Author/RG)

ED 297 153 CE 050 669

Kintgen-Andrews, Jean
Development of Critical Thinking: Career Ladder P.N. and A.D. Nursing Students, Pre-Health Science Freshmen, Generic Baccalaureate Sophomore Nursing Students.
PUB DATE- 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Associate Degrees; Career Development; Career Ladders; College Freshmen; *Critical Thinking; Higher Education; Nurses; *Nursing Education; *Outcomes of Education; *Skill Development; Undergraduate Students
IDENTIFIERS- Watson Glaser Critical Thinking Appraisal
A study compared career ladder practical nursing (PN) and associate degree (AD) nursing students with their university counterparts with regard to the development of critical thinking over an academic year. The sample included 55 PN students, 55 AD students, 38 pre-health science freshmen, and 29 generic baccalaureate sophomore nursing students. The PN students were in the first year of a career ladder program and the AD students the second year. There was no significant difference between the Watson-Glaser Critical Thinking Appraisal scores of the PN students and the pre-health science freshmen at either the fall or spring testing. The sophomore students scored significantly higher than the AD students at both the fall and spring testings; however, questions were raised about the samples compared. None of the four groups made significant gains in critical thinking over the academic year. (Author/KC)

ED 297 268 CS 009 205

Roskelly, Hephzibah
Writing To Read: The Shape of Interpretation.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Critical Reading; Higher Education; *Literary Criticism; Reader Response; Reading Comprehension; Reading Processes; *Reading Writing Relationship; Writing Instruction; Writing Processes
IDENTIFIERS- Response to Literature; Writing about Literature; *Writing to Read

Writing does more than demonstrate the interpretive process active in the mind of a student, it influences and directs the interpretive process in writing. Writing to read allows the expressive dimension to find an overt, secure place in the interpretive framework of a student's learning. By examining a student's theoretical explanation of her response to Andrea Lee's "Sarah Phillips," a short novel about a young black woman growing up in the 1970s, this process is clearly revealed. The student's marginal comments, reflections, and drafts changed the way the student saw her own responses to the text by helping her to find the "speculative instruments" with which to name her developing interpretations. In this way, writing can transform reading by making it a conscious symbolic process of discovering strategies and forms. As readers confront experience in texts, they exercise the primary act of mind by symbolizing it--writing illustrates and contributes to the transformational character of that symbolization. Standing alone, neither reading to write nor writing to read completes this creative process of interpretation. Teachers should nurture the interconnectedness of reading and writing with their responses to students' works, illustrating and modeling this symbiosis with responses focusing on interpretation rather than structure. (MM)

ED 297 312 CS 009 267

National Adult Literacy Policy: A Proposal from the Working Group on Adult Literacy.
International Reading Association, Newark, Del.
PUB DATE- 8 Sep 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Elections; Federal Legislation; Federal Programs; Functional Literacy; *Illiteracy; *Literacy Education; *Politics of Education; Presidential Campaigns (United States)

Presented to Americans and addressed to presidential candidates in this election year, this proposal: (1) identifies the extent of the literacy problem in America; (2) outlines the current efforts to address the problem; (3) discusses the roles of the sectors; and (4) recommends actions for the next administration. The proposal urges an improved system of literacy services characterized by access, options, accountability, quality, support of learners, and linkages between literacy and other services. It concludes with specific proposals for the next President of the United States regarding strong leadership, increased resources, and a literacy infrastructure. (SR)

ED 297 326 CS 211 384

Greenwood, Claudia M.
Factors Which Influence Re-Entry Women in College Composition Classes.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; College Students; *Females; *Freshman Composition; Higher Education; *Nontraditional Students; *Reentry Students; Womens Education; *Writing (Composition); Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS- *Writing Attitudes
A study examined the re-entry female student as a composite of the various roles she plays, and also traced the changes that occurred during her first semester in college, specifically in composition class. Internal and external factors, both positive and negative; the writing process itself; and the mode and focus of instruction during that period were examined. The data was gathered from a variety of sources: written and follow-up oral interviews of the subjects regarding their writing history (both experience and instruction); pre- and post-instruction writing attitude surveys; course and instructor evaluations; video-taped writing sessions and subsequent protocol sessions; portfolio protocol sessions at the close of the semester; and pre- and post-instruction surveys focusing on internal and external factors influencing the re-entry experience. Subjects were 12 students in the first semester of their re-entry experience at a public midwestern university, and the most salient factors which characterized that teaching-learning situation were highlighted. Findings suggest that: re-entry students need the opportunity to develop writing abilities to their greatest individual potentials, recognizing in the process of development the profound relationship between writing and thinking, and thereby achieving the ability not only to better understand their world, but to act with greater confidence upon it. Fear of failure was very strong among this group of women. Instructors who are willing to accept the combined roles of resource person, facilitator, procedural technician, co-inquirer, and collaborator, can provide needed support. (RAE)

ED 297 370 CS 211 444

Stein, Mark J.
Borrowing Language.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Freshman Composition; *Language Variation; Persuasive Discourse; *Student Writing Models; *Writing Exercises; Writing Processes; Writing Research; Written Language
IDENTIFIERS- Students as Subjects; Writing Assignments; Writing Models
A study analyzed how freshman composition students handled an assignment that forced them to perform an act of sophisticated literacy which was a variation between spontaneity (present) and repetition (past) with a focus on how novice writers borrow language, whether through quotation or misquotation. The assignment involved two masterpieces of American rhetoric; Nicholas Street's "The American States Acting Over the Part of the Children of Israel in the Wilderness and Thereby Impeding Their Entrance into Canaan's Rest," written in 1777, and Henry Ward Beecher's "The Battle Set in Array," written in 1861, just days after the bombing of Fort Sumter. Rhetorically these two examples of words that worked, are carried out by the preachers' use of the Exodus theme of the Old Testament. The preachers succeeded in their task through an artful mixing of Biblical language with the language of their times. Subjects, freshman composition students, were asked to do a number of writings based on these two sermons. Their main assignment was to write a paper detailing and evaluating how one of these two preachers drew analogies back to the Exodus theme and the likely success such an analogy would have in impelling congregants to political action. Results showed that students tended to use half-borrowings of words, overuse quotations and quotation marks, and waver in point of view. (RAE)

ED 297 398 CS 506 297

Watson, Arden K.
Communication Apprehension: Student Demographic Characteristics at The Pennsylvania State University.
PUB DATE- 87
NOTE- 17p.; Some pages contain light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Communication Skills; Higher Education; *High Risk Students; Potential Dropouts; *Speech Communication
IDENTIFIERS- *Personal Report of Communication Apprehension
A study surveyed communication apprehension (CA) among the college student population. Persons in higher education are concerned about determining whether or not sufficient assistance is available to students for whom communication apprehension appears to be problematic. Subjects, 2,377 students in speech classes on 11 campuses of The Pennsylvania State University, were administered the Personal Report of Communication Apprehension-24, a 24-item Likert-type scale which measures trait-like apprehension in four contexts: groups, formal meetings, two-party conversation, and public speaking. Results indicated that apprehensive students were more likely to: (1) attend Commonwealth campuses rather than University Park; (2) be in their freshman or sophomore year; (3) choose Science, Health and Human Development, or Education majors rather than Liberal Arts and Communications majors; and (4) to have not taken high school speech. (Twenty-nine notes are included.) (RAE)

ED 297 413 CS 506 330

Aiex, Nola Kortner
"The Last Waltz": Variations on a Theme.
PUB DATE- Mar 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Culture Association (6th, Toronto, Canada, March 19-April 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bands (Music); *Concerts; *Film Criticism; Films; Music; *Musicians; Singing; Songs
IDENTIFIERS- Band (The); Filmic Styles; Film Music; *Popular Music; Rock Music; Scorsese (Martin)
When the film "The Last Waltz" was released in 1978 the rock music press lost itself in comparisons of the performances of the rock group. The Band's many famous guest artists, while movie critics, for the most part, considered it only a concert film. Few critics saw the film as an integral part of director Martin Scorsese's continuing body of work. In reappraising "The Last Waltz," its rich visual imagery and dark expressionistic style, along with the characteristic treatment of the few women who appear in the movie, mark this concert film as unmistakably the work of Martin Scorsese. Scorsese himself has said that he conceived "The Last Waltz" as an opera. Individual musical numbers are interspersed with interviews of the members of The Band, so that the music serves a dual function, as music and as narrative. The performers are characterized both by their performances and by their idiosyncratic clothes. Filmed as if singing and playing for themselves, each performer seems to exist within the vacuum of his or her own sexual or personal vision. Sometimes called an elegy, "The Last Waltz" is an elegant visual record of a celebration tinged with a sense of loss. (NKA)

ED 297 427 EA 020 140

A Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific. Research Proposal. Report of a Regional Workshop (1st, Tokyo, Japan, June 17-July 10, 1986).
National Inst. for Educational Research, Tokyo (Japan).
REPORT NO.- NIER-RW/86/1/300
PUB DATE- Jul 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- Comparative Analysis; *Developing Nations; *Educational Policy; *Educational Research; Educational Trends; *Foreign Countries; Research and Development; Research Design; Research Needs; Research Proposals; *Secondary Education
IDENTIFIERS- Australia; Bangladesh; China; India; Japan; Malaysia; Nepal; New Zealand; Pakistan; Papua New Guinea; Philippines; Singapore; South Korea; Sri Lanka; Thailand; Western Samoa

A regional workshop on "The Study of Secondary Education in Asia and the Pacific" was attended by 18 participants from Australia, Bangladesh, China, India, Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, the Philippines, the Republic of Korea, Singapore, Sri Lanka, Thailand, and Western Samoa. The major objective of the conference was to develop a design for a joint comparative study on secondary education in the Asia and Pacific region. This document comprises the final report of this conference, a framework for undertaking such a joint comparative study. Part A is a synopsis of reports on secondary education from each of the participating countries, followed by an outline of the major issues identified. Part B presents the research design, whose objectives are as follows: (1) to provide a source of research data on selected areas of secondary education to participating countries; (2) to identify areas of major concern and major trends in secondary education; (3) to identify and document strategies that have been successful in solving problems in secondary education; and (4) make recommendations for further research in secondary education. The questionnaire that will be used to gather data is also included, and lists of participants and working groups are appended. (TE)

ED 297 473 EA 020 267

Robinson, Glen
Some Popular Assertions about School Administration: Are They Myths or Realities? ERS Concerns in Education.
Educational Research Service, Arlington, Va.
PUB DATE- May 88
NOTE- 32p.
AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 226-00011; $14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; Administrators; *Educational Administration; *Educational Finance; Elementary Secondary Education; *School Administration

Six different assertions about school administration that have recently appeared in the press are examined in this paper in order to determine whether each is myth or reality. The six assertions are: (1) there are too many administrators; (2) the number of administrators is growing rapidly; (3) administrators are being paid too much; (4) increasing amounts of school budgets are going to administration; (5) a lot of money going to administration could be better spent; and (6) administration is an unnecessary burden. The purpose of this paper is to determine if major improvements in student learning would be possible if large amounts of resources were redirected from administration into classroom instruction. The goal is also to distinguish the facts from fiction and the data displayed in chart form are supplied from a variety of public sources. The conclusions reached are that it is important that all data be analyzed carefully to avoid mistakes and that these six assumptions are not supported by the facts. The evidence indicates that school administration is underfunded when compared to similar size businesses, and that little money could be reallocated away from administration. In addition, it is suggested that meaningful improvement depends on accurate assessment of the real problems affecting student learning, for which skillful leadership and effective management are crucial. Resources are appended. (LMS)

ED 297 487 EC 202 808

Robinson, Cordelia C.; And Others
Guide for Referral and Case Coordination for Young Children in Hospital Settings.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jul 86
NOTE- 199p.; For related document, see EC 202 809. Some appended materials will not reproduce clearly.
GRANT- H024BH00B
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; Clinical Diagnosis; *Consultation Programs; Coordination; *Developmental Disabilities; Developmental Stages; *Disabilities; Early Childhood Education; *Handicap Identification; High Risk Persons; *Hospitalized Children; Intervention; Program Development; *Referral; School Districts; Transitional Programs; Young Children
IDENTIFIERS- *Early Intervention; Nebraska
The Early Referral and Follow-up Project of the University of Nebraska Medical Center was designed to facilitate developmental assessment and intervention with long-term or repeatedly hospitalized children from birth to 3 years of age. Developmentally delayed children, handicapped children, and children at risk for delays were eligible for services. A major project activity involved assisting in the referral and transition of children from the hospital into appropriate services in their local school districts, accomplished through consultation with hospital and school district staff and through follow-up services. Evaluation services available to clients included developmental, speech, physical therapy, and occupational therapy assessments. Detailed procedures are outlined for implementing referrals from the hospital setting to schools, accompanied by planning forms for assessment of family needs. Appendixes, which constitute the bulk of the document, include: (1) a list of organizational resources that offer assistance and information to disabled children and their families in the areas of alternative care options, child care, counseling, social services, funding, housing, income tax, recreation, speech and hearing, and transportation; (2) lists of Nebraska pediatric occupational and physical therapists, Headstart programs, and dentists willing to treat handicapped patients; (3) funding resource materials; (4) reading materials on such subjects as hospital discharge planning, psychological testing of disabled children and alternatives for community living; (5) toll-free telephone numbers for specific service organizations; and (6) related pamphlets. (JDD)

ED 297 111 CE 050 602

Information Processing Applications: Curriculum Guidelines.
Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
PUB DATE- Jul 87
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Curriculum Development; *Dictation; Equipment Utilization; *Information Processing; Learning Activities; Lesson Plans; *Office Automation; Office Machines; *Office Occupations Education; Secondary Education; Telecommunications; *Word Processing
IDENTIFIERS- Washington

This guide is intended to serve as a resource for business education instructors who are teaching a course in information processing for the automated office. The following topics are covered: program goals, student learning objectives for production applications, an introduction to production applications, a curriculum outline, student learning objectives and competencies for machine dictation and transcription, a curriculum outline for machine dictation and transcription, student learning objectives and competencies for word processing, definitions of key terms, a word processing curriculum outline, and evaluation criteria. Appendixes that comprise three-quarters of the document include an information processing glossary, dictation learning activities and a grading scale, office productivity standards, sample proposals, selected lists of publications and resource materials, and discussions of professional leadership/development, applying technology in office automation and telecommunication, and integrating office automation concepts into business education classes. (MN)

ED 297 126 CE 050 623

Broadbent, William
An Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Sep 87
NOTE- 14p.; Alternative Title: Human Services Knowledge, Skills, and Attitudinal Inventory: Child Care Services. Produced by the Statewide Technical Committee on Human Services/Child Care. For related documents, see CE 050 624-625.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Care Occupations; *Human Services; *Job Analysis; *Job Skills; Occupational Home Economics; *Occupational Information; Postsecondary Education; Secondary Education; Vocational Education; *Work Attitudes
This document is an inventory of skills identified as necessary by professionals in the human services field specializing in child care. It is intended as a mechanism whereby educators can compare that which they teach against what the human services industry feels is relevant. Introductory material discusses the process of the occupational analyses, one of which resulted in this document; method employed; limitations; interpretation of industry data; and a narrative summary of industry data. The inventory of knowledge, skills, and attitudes necessary for successful participation in the human services field follows. The items are generally divided into knowledge and skills (child care) and general attitudes. Listings of the items indicate weightings assigned by industry representatives; numbers of representatives and percentages are given. The various weightings are essential, important, desirable, and not necessary. The average or mean scores are also given. (YLB)

ED 297 139 CE 050 646

Bertrand, Olivier; Noyelle, Thierry

Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-92-64-13096-9
PUB DATE- 88
NOTE- 92p.
AVAILABLE FROM- OECD Publications and Information Center, 2001 L Street, NW, Suite 700, Washington, DC 20036-4095 ($15.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Banking; Business Education; Business Skills; Comparative Analysis; *Corporate Education; Developed Nations; Educational Needs; *Employment Patterns; Foreign Countries; *Insurance; International Relations; *Labor Force Development; Labor Market; Postsecondary Education; *Technological Advancement; Trend Analysis
IDENTIFIERS- France; Japan; Sweden; United States; West Germany

Twelve financial institutions (nine banks and three insurance companies) from five countries (France, West Germany, Japan, Sweden, and the United States) were studied to determine the directions in which financial service markets and firms are moving as a result of increasing competition and technological change. Data were collected from open-ended interviews with representatives of the firms studied as well as financial services experts from the business community, trade unions, government, and academia. It was found that financial service markets, which were once characterized by great stability and continuity, are changing rapidly in all of the countries examined. These changes are promoting a radical shift in the functional emphasis of firms away from the production of services (back-office functions) toward customer assistance, sales, and product development (front-office functions). This shift of functions is demanding a fundamental reorganization in the division of labor and a new emphasis on decentralization of functions and decision-making responsibilities that are in turn producing fundamental changes in the firms' human resources and training needs. (MN)

ED 297 197 CG 020 970

Jarka, Joyce M.
A Comparison of Male and Female Addicts and Non-Addicts on the Tennessee Self Concept Scale.
PUB DATE- Jan 88
NOTE- 25p.
AVAILABLE FROM- Research Unlimited, P.O. 346023, Chicago, IL, 60634-0023 (cost of duplicating).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..," (150)
DESCRIPTORS- *Alcoholism; *Behavior Disorders; College Students; *Drug Addiction; Higher Education; *Self Concept; Self Concept Measures; Sex Differences
IDENTIFIERS- *Obsessive Compulsive Behavior; *Tennessee Self Concept Scale
Many mental health professionals ignore chemical addiction, whereas many chemical dependency professionals see addiction as the entire problem and ignore everything else. This study investigated differences between addicts and non-addicts on the Tennessee Self Concept Scale. Subjects were undergraduate and graduate students, selected from a self-report questionnaire as male addicts (N=15), male non-addicts (N=15), female addicts (N=20), and female non-addicts (N=20). Addiction for the purposes of this study was broadly defined as any process over which the individual is powerless, whether the drug of choice is work, cocaine, or worry. Male addicts had the lowest mean scores followed by the male non-addicts on the behavior and identity scales of the Tennessee Self Concept Scale. Female addicts had the third lowest, with female non-addicts ranking highest on mean scores. The self-satisfaction scale deviated from the trend in that the lowest mean scores belonged to female addicts, the second lowest to male addicts, the third to the male non-addicts, and the highest to female non-addicts. The findings suggest that non-addicted individuals score higher on the Tennessee Self Concept Scale than do their same-sex counterparts, and overall females have a higher self-concept score than do males when tested on the Tennessee Self Concept Scale. (ABL)

ED 297 212 CG 020 986

Hood, Norma J.
Health Status, Personal Definition of Health, and Health Behavior Choice in the Elderly.
PUB DATE- May 87
NOTE- 58p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988). Master's Thesis, University of South Florida.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Attitudes; Behavior; *Health; *Older Adults; *Self Evaluation (Individuals); *Status
The purpose of this study was to investigate the relationships among health status, personal definition of health, and health behavior choice in the elderly. Self-assessed health status was measured using a modified Cantril Ladder, personal definition of health was measured using the Laffrey Health Conception Scale (LHCS), and health behavior choice was measured using the Health Behavior Choice Scale (HBCS). A convenient sample of 30 subjects was drawn from an elderly population at a senior citizen center in central Florida. Questionnaire packets containing the instruments were distributed and collected at the center. Correlation coefficients were used to determine the relationships between the pairs of variables, with separate correlation coefficients for each subscale of the LHCS. No significant relationship was found between either health conception and health behavior choice or health status and health behavior choice. Clinical health conception was significantly correlated with health status. There was no significant relationship between health status and the remaining subscales of the LHCS. Weakly positive correlations were noted between: (1) health conception and health behavior choice; (2) health status and health behavior choice; and (3) health status and the remaining subscales of the LHCS. Replication of the study using a larger sample is indicated. (Author)

ED 297 227 CG 021 001

Gattiker, Urs E.; Larwood, Laurie
Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.
PUB DATE- Aug 87
NOTE- 40p.; Paper presented at the Annual Meeting of the American Sociological Association (82nd, Chicago, IL, August 17-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Career Development; *Demography; *Employee Attitudes; *Job Satisfaction; Occupational Mobility; *Success; Work Attitudes

Research into career success has usually dealt with objective aspects of career paths such as income and job title. Cognitive variables can also be used to assess career success, career mobility, and career satisfaction. This study examined demographics, job properties, and personal attributes as well as the relationship between career strategies and career success. The sample was obtained from 14 major corporation located in metropolitan Los Angeles, California and employing more than 1,000 people locally. Personnel officers at the firms distributed questionnaires to managers who were supervising others and had both hiring and budget responsibility; had been identified by their organizations as talented; and were considered realistically likely to be promoted within the next 3 years. The final sample of 96 male and 98 female managers completed a career development questionnaire on demographics, job properties and personal attributes, career strategies, and success. The data revealed that demographics were the best predictor set when trying to explain a person's career success and mobility. None of the predictor sets explained career satisfaction. The usefulness of career strategies when studying career is brought into question by the weak relationship between career strategies, career success, and career mobility. (Author/NB)

ED 297 284 CS 009 236

Ketcham, Clay A., Ed.
Proceedings of the College Reading Association, Volume 2, Summer 1961.
College Reading Association.
PUB DATE- 61
NOTE- 102p.; For other documents in this series, see CS 009 235-245. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Higher Education; Public Schools; *Reading Ability; *Reading Achievement; Reading Centers; *Reading Improvement; *Reading Instruction; Reading Research; Reading Teachers; Role Playing; *Speed Reading; Teacher Education
IDENTIFIERS- *College Reading Association

The proceedings of the fourth annual meeting of the College Reading Association (a fledgling organization in 1961 when this meeting was held) consisted of two symposia, a number of papers, and special reports on research related to reading, as follows: (1) "Opening Remarks" (Albert J. Mazurkiewicz); (2) "Improving Reading in the English Classroom" (Phillip Shaw); (3) "Improving Reading in the Laboratory" (Martha J. Maxwell); (4); "Improving Reading as a Psychological Service" (Barbara Ann Becher); (5) "Role Playing as an Aid in Improving Reading Ability and Empathy" (Charles J. Versacci); (6) "Reading Achievement and Social-Cultural Conditioning" (Albert J. Mazurkiewicz); (7) "Psychotherapeutic Correlates to the Teaching of Reading" (Edward R. Dubin); (8) "Problems in Speed Reading" (Lawrence Charry); (9) "A New Method of Teaching Reading" (Evelyn N. Wood); (10) "Lack of Reading Training: A Public School Viewpoint" (Rosemary Green Wilson); and (11) "The Teacher Today" (Eleanor Logan). (MS)

ED 297 356 CS 211 425

Bruce, Rae; And Others
Research Paper Guide for Merrimack High School. 2nd Edition.
Merrimack School District, N.H.
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *English Curriculum; English Instruction; High Schools; *Research Papers (Students); Research Skills; Skill Development; Student Research; *Writing Processes; *Writing Skills
IDENTIFIERS- Modern Language Association; Research Curriculum

This guide for Merrimack High School in Merrimack, New Hampshire was written to help ease demands on teachers' time and to improve the quality of papers through standardization of format. The authority used for the guide is the 2nd edition of the "MLA Handbook for Writers of Research Papers" published in 1984, which teaches the methods most students will be required to use after high school. The guide contains two partial research papers to accommodate requirements of high school teachers. The first sample paper is more complete and uses endnotes for those teachers who will continue to ask for that method of crediting sources--footnotes are mentioned but not emphasized because endnotes have replaced them. The second sample paper in the guide uses tagging, the method most students will need for post-secondary research papers. The guide also contains a detailed section that gives many samples of this second method as well. Originality of thought that helps the student to create a good research paper is emphasized in the guide. The section on "The Research Paper Defined" explains the differences between a formal research paper and a report summary. Included in the guide are general hints for writing a good research paper as well as a detailed explanation of documentation or crediting of sources. (RAE)

ED 297 168 CE 050 689

State Technical Committees. State of the Art. A Report on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984.
East Central Network for Curriculum Coordination. Springfield, IL.; National Alliance of Business, Inc., Washington, D.C.
PUB DATE- 88
NOTE- 95p.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Educational Legislation; Federal Legislation; National Surveys; Postsecondary Education; *Program Development; Program Effectiveness; Secondary Education; Statewide Planning; *Technical Assistance; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

This report summarizes the result of a national survey of state liaison representatives for vocational education. Forty-seven responses (83 percent) document composition of technical committees, amount of work completed, and occupational areas for which task lists were created. An introduction presents survey results. Section I contains individual state summaries. States are listed according to the six regions served by the Curriculum Coordination Centers. The summaries provide an overview of the way in which each state is meeting its legislative mandate under the Perkins Act. Each summary identifies the areas of committee responsibility, explains particular committee characteristics, and includes information regarding the relationship between the state agency and state council on vocational education. Section II consists of a table that identifies the states--listed alphabetically--and occupational area/title for which the committees will develop a task list or inventory of skills. Section III contains information on the stages of development, progress, size of committees, their composition, responsibilities, and occupational areas for each task list. Matrix A identifies the National Network for Curriculum Coordination in Vocational and Technical Education region, state, and occupational area and/or title for which technical committees were established. Data are organized in four categories: planning stage, generalized areas, core content areas, and vocational education service areas. Matrix B categorizes the state technical committees by focus and a host of operational descriptors. A glossary and list of state liaison representatives complete the document. (YLB)

ED 297 256 CG 021 038

Anderson, Edward R.; North, Alyson M.
Competition and Cohesion in Sibling Relations during the Adaptation to Remarriage.
PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988). For related documents, see CG 021 035-037 and CG 021 039.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adolescent Development; *Adolescents; Comparative Analysis; Coping; Divorce; *Family Relationship; Family Structure; Longitudinal Studies; *Nuclear Family; One Parent Family; *Preadolescents; Remarriage; Sex Differences; *Sibling Relationship; *Stepfamily
One goal of a longitudinal study of stepfamilies, divorced maternal custody families, and nondivorced families was to assess the quality and functioning of the sibling relationship and to determine the conditions under which sibling relationships become more cohesive or more competitive during family transitions. Relationships between the target child, who was between 9 and 13 years of age at the beginning of the 2.5 year study, and a target sibling within 5 years of the target child's age were assessed through interviews with the mother, father, and target child using an expanded version of Schaefer and Edgerton's Sibling Inventory of Behavior, and through behavioral observation of the sibling pair in a play situation, a family problem-solving situation, and at the dinner table. The results revealed that, at least according to family members, boys in remarried families exhibited far more negative behavior and offered much less support to their siblings than any other group. Girls in remarried families did not appear to differ from girls in other family groups, and may have even offered increased support to their siblings over the course of the first year of adjustment to remarriage. Over time, observed interactions of siblings took on a more negative quality for children in remarried families. Some of these changes may have been reflective of developmental change in sibling relations as the children entered adolescence. (NB)

ED 297 297 CS 009 249

Balajthy, Ernest
Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objections.
PUB DATE- Oct 88
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (32nd, Atlanta, GA, October 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Censorship; Court Litigation; Cultural Context; Elementary Secondary Education; Ethical Instruction; *Moral Issues; *Moral Values; Religious Conflict; *Religious Factors; *Textbook Bias
IDENTIFIERS- *Evangelical Christians; Religious Fundamentalism; *Secular Humanism
Recent controversies over textbooks illustrate objections held by Evangelicals to "secular humanism" in the schools. Educators automatically tend to assume that all religious objections to curricula are clear-cut attempts at censorship. This confrontational attitude on the part of educators can lead to alienation of minority religious groups, resulting in a weakening of the public schools. While the actual judicial decisions in the latest series of textbook controversies failed to support Evangelical thinking, the end result of Evangelical legal activism may have been more positive for their viewpoints, alerting educators, school boards, and textbook publishers to the needs and opinions of a newly vocal and politically active minority. Important aspects of the Evangelical position have received support from a variety of nonevangelical sources. (Twenty-five references are attached.) (SR)

ED 297 313 CS 009 268

Balajthy, Ernest; Waring, Eileen Whitcraft
Dyslexia and the College Student.
PUB DATE- Oct 88
NOTE- 24p.; Paper presented at the Annual Meeting of the College Reading Association (32nd, Atlanta, GA, October 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Reading Programs; *College Students; Computer Assisted Instruction; *Dyslexia; Higher Education; *Learning Disabilities; Literature Reviews; Reading Diagnosis; Reading Difficulties; *Reading Research; Reading Teachers; *Remedial Reading
Recent research in the field of learning disabilities and other sources of information which may prove useful to college-level reading instructors in teaching the college-level dyslexic are summarized in this paper. The paper identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs (including those using computers) with an emphasis on the particular problems associated with the adult learning disabled student. The paper concludes that most reading researchers reject the notion that learning disabilities are due to brain dysfunctions. Instead, the paper suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual. Twenty-six references and appendixes listing suggestions for college faculty and the characteristics of learning disabled college students are attached. (RS)

ED 297 384 CS 506 272

Raucher, Steven A.
What Are We Communicating When We Evaluate Instruction? Evaluation of Communication Instruction: An Administrator's Perspective.
PUB DATE- May 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Evaluation Methods; Evaluation Problems; Feedback; Higher Education; Merit Rating; Peer Evaluation; *Student Evaluation of Teacher Performance; Teacher Administrator Relationship; *Teacher Evaluation; Teacher Promotion
IDENTIFIERS- Speech Communication Education
In evaluation of communication instruction, the needs of the administrator are no different from the needs of both students and faculty: information and feedback freely given and accepted is a hallmark of an environment that fosters a quality education. Since communication instruction is not different from any other kind of instruction, its evaluation should not be different either. Evaluations that have the potential for generating a quality education combine some form of student rating on a form developed at least in part by the instructor, given at a point in the semester where it will have the greatest benefit, tied to the confidentiality of the results, and coupled with significant input from professionals and colleagues. All players in this game have rights, needs, and responsibilities. In any communication environment, feedback is essential; for the communication to continue, the feedback process must be mutual. (RS)

ED 297 443 EA 020 171

Gale, Stephen B.; Hankins, Seth B.
Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.
PUB DATE- Nov 87
NOTE- 29p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems in Education (33rd, New Orleans, LA, November 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Compliance (Legal); Court Litigation; Diagnostic Teaching; *Disabilities; *Discipline; *Discipline Problems; Elementary Secondary Education; Exceptional Persons; Federal Legislation; *Legal Problems; Mainstreaming; Rehabilitation; *Special Education
IDENTIFIERS- Education for All Handicapped Children Act
Twelve years have elapsed since Public Law 94-142, the Education for All Handicapped Children Act (EAHCA), was passed by Congress. This paper accordingly reviews the far-reaching effects of EAHCA on the educational enterprise, focusing on the legal, administrative, and instructional challenges of disciplining handicapped students in a comprehensive secondary school setting. The first section reviews cases pertaining to a growing and complicated body of case law that directly affects the professional practice of disciplinary officers, special education administrators, parents, and students. The second section addresses the problems of translating case law into professional practice at the local school building level. The third section describes the way in which Glenbrook South High School in Glenview, Illinois has implemented diagnostically grounded discipline in its special education program through cooperation with the community. The fourth section presents three case studies involving diagnostically grounded discipline of handicapped students. The conclusion summarizes the disciplinary model set forth in the paper. (TE)

ED 297 458 EA 020 208

Tierney, William G.
Organizational Culture and Time.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrators; *Cultural Awareness; *Cultural Influences; Higher Education; Interpretive Skills; Organizational Objectives; *Organizational Theories; Organizations (Groups); *Time; *Time Management
Writers have noted how the concept of time is a key component of organizational behavior. This paper argues that an interpretive perspective on organizational culture provides a useful framework within which to consider time. The paper differentiates between rationalist and cultural conceptions of time and lays out a framework for organizational time as an element of culture. The article concludes with suggestions for administrators with regard to the cultural context of time. The document includes 25 references. (Author/RG)

ED 297 096 CE 050 573

A Handbook for Vocational Advisory Committees. Revised. Voc. Ed. #170.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE- Jun 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; *Educational Policy; Guidelines; Models; *Program Development; Program Implementation; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Idaho

This technical assistance handbook is designed to serve local educators, vocational education administrators, and advisory committee members as a guide and an initial source of information in the establishment and maintenance of local advisory committees. The handbook highlights the policies and procedures of the Idaho State Division of Vocational Education and provides suggestions for organization and operation of advisory committees. The guide is organized in three sections. The first section is the Idaho organizational chart for advisory committees; the second section spells out vocational education policy. General policies and procedures are outlined in the third section, which covers the following processes for advisory committees: purpose, structure, organization, functions, membership, organizing and conducting meetings, and suggestions for preparing agendas. Nine appendixes provide authorization for the establishment of a vocational advisory committee, suggested operating policies, and samples of the following: letter of request to serve, letter of appointment, news release from school board, news release from advisory committees, certificate of membership, and certificate of appreciation. (KC)

ED 297 154 CE 050 671

Hollenbeck, Kevin; And Others
The Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Macro Systems, Inc., Silver Spring, Md.
PUB DATE- Aug 86
NOTE- 205p.; For related documents, see ED 268 381 and CE 050 672-673.
CONTRACT- 99-4-576-77-091-01
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; *Disadvantaged; Economically Disadvantaged; *Employment Patterns; *Federal Legislation; *Salary Wage Differentials; *Tax Credits; Veterans; Welfare Recipients
IDENTIFIERS- Social Security Disability Insurance; *Targeted Jobs Tax Credit
A study examined the effects of the Targeted Jobs Tax Credit (TJTC) program on the employment and earnings of disadvantaged persons. Three outcomes--average quarterly wages, average number of quarters employed, and average wages during employed quarters--were studied for various categories of disadvantaged persons (economically disadvantaged youth, ex-offenders, and Vietnam-era veterans; handicapped persons who had completed rehabilitation; general assistance recipients; and Social Security Disability Insurance recipients). TJTC vouchering and certification were examined separately. More TJTC-vouchered and -certified individuals became employed, but their wages were relatively lower than in the comparison group. Of the targeted groups analyzed, only the handicapped group had consistently positive impacts for both vouchering and certification. Certified individuals tended to have more turnover than did their noncertified counterparts. The econometric technique used to correct for selectivity in the vouchering study suggests that white males who are vouchered tend to be the least employable whereas "creaming" is evident for white females and nonwhites. (An appendix documents the files used and processing steps taken to produce the final analysis files for the TJTC evaluation.) (MN)

ED 297 241 CG 021 023

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Briefing by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (September 25, 1987).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-100-641

PUB DATE- 88

NOTE- 140p.; Some pages contain small, light print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Elder Abuse; Hearings; *Mental Disorders; *Older Adults; *Self Care Skills

IDENTIFIERS- Congress 100th; *Guardianship

This document presents a briefing by Representative Claude Pepper on the abuses in guardianship of the elderly and infirm, and testimony from witnesses at the Congressional hearing called to examine the issue of guardianship abuse. The opening statement of Representative Pepper and a prepared statement of Representative Helen Delich Bentley are included. Two panels of witnesses provide testimony. The first panel illustrates the problem of abuses in guardianship and includes testimony from: (1) 81-year-old Minnie Monoff of Greeley, Kansas; (2) 66-year-old Marguerite Van Etten of Plantation, Florida; (3) 83-year-old Tod Porterfield of Albion, Indiana; (4) Etan Merrick, wife of 71-year-old David Merrick, Broadway producer; (5) John Hartman, a former public guardian and currently an inmate at Community Treatment Center in Detroit, Michigan; and (6) Jim Godes, an investigator for the Subcommittee on Health and Long-Term Care. The second panel focuses on the scope of the problem and needed reform, and includes testimony from William Ahearn, managing editor, Associated Press, New York, New York; John Pickering, chairman of the Commission on Legal Problems of the Elderly, on behalf of the American Bar Association; Nancy Trease of Legal Aid Service, Broward County, Florida; and John Regan, professor of law, Hofstra University School of Law, Hempstead, New York. Questions and answers, and relevant materials submitted for the record are appended. (NB)

ED 297 269 CS 009 217

Masters, Kathy J.
Illiteracy: A Problem for the Humanities.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National American Culture Association (10th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Students; Higher Education; *Humanistic Education; *Illiteracy; Remedial Programs; Teacher Student Relationship; Teaching Assistants
IDENTIFIERS- National Assessment of Educational Progress
Literacy must not be thought of as an elitist concept where only a privileged few are entitled to a formal education, but as a humanistic concept promoting human culture. A recent study found that by the year 2000 a majority of all new jobs will require a postsecondary education. All indications are that many students will continue to enter college with only limited literacy skills. Part of the problem is that while college faculty typically refuse to accept the responsibility for teaching students with limited literacy skills, remedial programs alone cannot bear the full burden. One potential way of helping students with limited literacy skills is to employ graduate assistants to work with small groups. It cannot be assumed that the situation will solve itself or simply disappear. It is the responsibility of educators to provide help to those with limited literacy skills. (RS)

ED 297 327 CS 211 385

Barker, E. Ellen
The When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Higher Education; *Individual Instruction; *Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; *Writing Instruction
IDENTIFIERS- English Teachers; Teacher Assessment of Classroom Practices; *Teacher Student Conferences; *Writing Conferences
Some writing teachers believe that one-to-one conferencing with students in the classroom, used as a primary method of instruction on the theory that teaching less means learning more, gives students the time and personal attention they need to become competent writers. In order to ascertain current beliefs and practices of conferencing in the composition classroom, a study surveyed 100 full-time instructors of writing at 11 different colleges, examining: (1) attitudes teachers have regarding the effectiveness of their current approach in teaching writing; (2) student attentiveness; (3) attitudes to the writing conference; (4) amount of class or out-of-class time devoted to the conference; (5) the effectiveness of such a conference; (6) the reasons instructors have for initiating such a conference; (7) favored locations for conducting a conference; and (8) the questions most frequently asked by instructors during a writing conference. In general, results indicated that while most teachers believe conferencing with students is more valuable than providing written comments on essays, and have conferences several times a term, almost none use it as a primary method of instruction. Reasons for this include lack of time, uncertainty about how to integrate conferences into their classrooms, and satisfaction with current methods used. (SR)

ED 297 340 CS 211 400

Popken, Randall L.
Language-for-Special-Purposes Theory and Basic Writing.
PUB DATE- Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Context Clues; Educational Theories; *English (Second Language); Higher Education; *Languages for Special Purposes; *Needs Assessment; *Student Needs; Writing (Composition); *Writing Skills
IDENTIFIERS- Academic Discourse Communities; Academic Language; Basic Writers; *Basic Writing; *Writing Contexts
English as a Second Language (ESL) has influenced basic writing (BW) in a number of ways over the years, and this paper notes that there is a growing awareness of the similarities between the learning situations of ESL students and basic writers. The paper proposes that Language-for-Special-Purposes (LSP), an international movement derived from sociolinguistic principles, serve as a theoretical framework for BW. The paper explores three main LSP principles, applying each to BW theory and pedagogy: (1) needs assessment; (2) context research; and (3) authentic course material. The paper then argues that basic writers need to be taught the rules and rituals of college life and that the writing classroom should become a proving ground for academic writing tasks rather than a place where students do grammar exercises isolated from context and write paragraphs on artificial topics. Three notes and 61 sources are attached. (RAE)

ED 297 399 CS 506 298

Watson, Arden K.
Effects of Systematic Desensitization in the Alleviation of Communication Apprehension.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Behavior Change; *Communication Apprehension; Communication Research; Desensitization; Higher Education; *Public Speaking; Relaxation Training; Student Attitudes; Student Behavior
IDENTIFIERS- Personal Report of Communication Apprehension; *Systematic Desensitization
A study examined stages and objectives of a systematic desensitization (SD) program and its effects on subject reported apprehension levels and perceived benefits and behavior changes toward public speaking. Subjects, 19 freshmen and sophomore university students, were administered the Personal Report of Communication Apprehension-24 (PRCA-24). Subjects scoring above average in communication apprehension participated in the SD program while other students participated in specific activities to lessen negative cognitive appraisal and skills deficit. During six consecutive weeks subjects listened to six SD audiotapes contained in "Building Speech Confidence: A Program for Coping with Speech Anxiety." The program used behavior therapy techniques in a pattern of muscle relaxation exercises, visualization activities acting as a substitute for preparing and delivering speeches, and a combination of relaxation and visualization designed to enable subjects to reduce fear of public speaking. A post PRCA-24 was administered after program completion. Results showed significant differences between pre- and posttest PRCA-24 scores for subjects in the SD program. Content coding revealed that the program was perceived as relaxing, helpful, of assistance in speaking and in visualizing fearful scenes. Perceived behavioral changes included ability to control anxiety when speaking, ability to relax, change in attitude, ability to visualize, and ability to speak more often. (Three tables of data and 23 references are attached.) (MM)

ED 297 414 EA 018 619

Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 55p.; Product of the Research-Based Training for School Administrators Project.
GRANT- NIE-G-80-0110
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Education; Administrator Guides; Administrator Role; *Decision Making Skills; Elementary Secondary Education; Group Dynamics; Leadership Training; *Management Development; *Participative Decision Making; Problem Solving
IDENTIFIERS- *Association of California School Administrators; *Project Leadership

This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). The purposes of the guide are: to provide administrators with a framework for deciding when others (particularly subordinates) should participate in the decision-making process; and to help administrators obtain high quality solutions to problems that are acceptable to subordinates, if acceptability of solutions is important for effective implementation. A case study method is used, whereby a problem is presented, and suggested discussion topics and participant activities are given. The problems are diagnosed keeping in mind the four alternative decision-making styles: (1) autocratic; (2) consultative; (3) group; and (4) delegated. Research evidence emphasizing the importance of effective decision-making is presented. Administrators are encouraged to promote participative decision-making in schools, but only in areas in which teachers will want input, relevance, expertise, and jurisdiction. The guide contains an 8-item reference list, 7 handouts, 10 masters of numbered transparencies for use in the sessions, and a suggested reading list. (AA)

ED 297 474 EA 020 269

Cochran, Kent S.; Turner, A. Lynn
Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
East Texas School Study Council, Commerce.
PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Counselor Training; Crisis Intervention; Depression (Psychology); *Prevention; *Principals; *School Role; School Size; Secondary Education; Statistical Analysis; *Suicide
IDENTIFIERS- *Adolescent Suicide; Texas
By means of a survey of secondary school principals, whose schools are members of the East Texas School Study Council, a regional cooperative of over 80 schools in the North East Texas area, this study sought to determine the desired and existing roles of the principals in dealing with the adolescent suicide problem. The study also identified the areas of training the secondary school principals deemed important in dealing with depressed students and other potential suicide victims. In addition, the study examined whether there were any differences in responses from secondary school principals on the basis of the variables of incidence of suicide or attempted suicide or level of administrators. The data are presented in three sections: demographic data, data organized to answer research questions, and statistical analysis related to different variables. A review of literature related to suicide with a concentrated focus on youth suicide is included. (SI)

ED 297 127 CE 050 624

Broadbent, William
An Inventory of Skills and Attitudes Necessary for a Career in Human Services/Adult Care.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Jan 88
NOTE- 24p.; Produced by the Hawaii Statewide Committee on Human Services/Adult Care. For related documents, see CE 050 623-625.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Human Services; *Job Analysis; *Job Skills; *Occupational Home Economics; *Occupational Information; Older Adults; Postsecondary Education; Secondary Education; Vocational Education; *Work Attitudes
IDENTIFIERS- Exoffenders
This document is an inventory of skills identified as necessary by professionals in the human services field specializing in adult care. It is intended as a mechanism whereby educators can compare that which they teach against what the human services industry feels is relevant. Introductory material discusses the process of the occupational analyses, one of which resulted in this document; method employed; limitations; interpretation of industry data; and a narrative summary of industry data. The inventory of knowledge, skills, and attitudes necessary for successful participation in the human services field follows. The items are divided into knowledge and skills (for the care of the elderly and supervision of offenders in community service assignments) and general attitudes. Listings of the items indicate weightings assigned by industry representatives; numbers of representatives and percentages are given. The various weightings are essential, important, desirable, and not necessary. The average or mean scores are also given. (YLB)

ED 297 140 CE 050 647

Office Procedures Curriculum Guidelines.
Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
PUB DATE- Jul 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Curriculum Guides; High Schools; *Office Automation; *Office Occupations; Office Occupations Education; *Office Practice; Technological Advancement

This guideline is intended as a resource for instructors who are teaching an office procedures course. This course offers closure for all students completing a scope and sequence in the business education program--accounting, secretarial, office services, and related areas. The stated purpose of the course is to prepare a secondary learner for entry-level employment as a successful automated office employee in a business environment. A minimum of 60 hours is suggested, but one semester or two trimesters are recommended. These materials are provided: a list of student learning objectives, a list of competencies, a curriculum outline, and suggested grading guidelines. Main topics in the curriculum outline are professional/leadership development, role of the administrative assistant, work flow, office automation, application of word processing procedures, communications, use of reference materials, mail handling procedures and techniques, management of records, telephone techniques and procedures, machine maintenance/care, computational skills, job search, and optional externship. Sample materials for use in the unit on professional/leadership development are appended. An annotated listing of resource materials for the course is also provided. (YLB)

ED 297 182 CE 050 707

Buckley, Katharine C.; And Others
U.S. Fruit and Vegetable Processing Industries.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES880216
PUB DATE- Aug 88
NOTE- 370p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Consumer Economics; Demography; Economic Change; Economic Climate; *Economic Factors; *Exports; *Federal Regulation; *Food Processing Occupations; Futures (of Society); *Government Role; Technological Advancement
IDENTIFIERS- *Fruits; *Vegetables

Because of shifts in consumer tastes and preferences, demographics, technology, government regulation, and the expanding interdependence of world markets, the United States fruit and vegetable processing industries must operate in a constantly changing and uncertain economic environment. U.S. per capita use of processed fruits and vegetables is growing, thanks to improved distribution and availability, introduction of new product forms, better storage facilities, increased advertising and promotion, and increasing health consciousness among Americans. Increases in income will likely lead to increased purchases of fresh vegetables (versus processed) but will likely result in more use of processed fruit products. Changes in production have largely accompanied changes in consumer demand, and the use of forward contracts to guarantee supply has further shifted control from the food production to the food processing subsector. Increasing consumer pressures have led to more strenuous enforcement of such government regulations as labeling laws, pesticide laws, and grading standards. The growing internationalization of the U.S. fruit and vegetable processing industries has increased the importance of uncertain macroeconomic and trade policies for these industries. (More than half of this document consists of statistical tables on U.S. fruit and vegetable production, use, and export.) (MN)

ED 297 198 CG 020 971

Raffini, James P.
Student Apathy: The Protection of Self-Worth. What Research Says to the Teacher.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1080-9
PUB DATE- Apr 88
NOTE- 36p.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 ($2.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Apathy; *Educational Practices; Elementary School Students; *Elementary Secondary Education; Goal Orientation; Secondary School Students; Self Concept; *Self Esteem
Some educational practices have contributed to the apathy of students. These include a perceptual view of behavior, the view that self-worth equals achievement, norm-referenced evaluation, and success as ability and effort. Four strategies which have the potential for allowing students to experience success from reasonable levels of effort include: (1) individual goal-setting structures that allow students to define their own criteria for success; (2) outcome-based instruction and evaluation which make it possible for slower students to experience success without having to compete with faster students; (3) attribution retraining which can help apathetic students view failure as a lack of effort rather than a lack of ability; and (4) cooperative learning activities which help students realize that personal effort can contribute to group as well as individual goals. Educators must confront the discrepancies between the actual and stated goals of education. Students have the power to choose how much effort to expend on any task. If the goal is to differentiate students according to their ability, then slower students will choose to reject school by avoiding effort. For those students who are forced to choose between rejecting schooling or rejecting their sense of self-worth, time is short. (ABL)

ED 297 213 CG 020 987

Simmons, Vivian O., Comp.
Alzheimer's Disease. LC Science Tracer Bullet 87-2.
Library of Congress, Washington, DC. Science and Technology Div.
PUB DATE- Feb 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Caregivers; *Diseases; *Information Sources; *Mental Disorders; *Older Adults; Social Support Groups
IDENTIFIERS- *Alzheimers Disease
Alzheimer's disease is characterized by a degeneration and shrinkage of brain tissue; the symptoms include progressive memory loss, bizarre behavior, difficulty in speaking and walking, incontinence, and confusion. Positive diagnosis is possible only upon examination of brain tissue at autopsy. The disease affects not only the patient but also the caregiver, who for the first few years is usually a family member. Witnessing the mental deterioration of a loved one can weigh heavily on the caregiver, who therefore needs support as well. This document presents a bibliography of information on Alzheimer's disease. It includes not only research texts, but also titles to be read by caregivers and family members of Alzheimer's disease patients. Relevant and related subject headings used by the Library of Congress are listed. Bibliographic citations are included under the headings of: (1) Introductory Material; (2) Basic Research Texts; (3) Family Support Texts; (4) Bibliographies; (5) Conference Proceedings; (6) Government Publications; (7) Abstracting and Indexing Services; (8) Journals; (9) Representative Journal Articles; (10) Technical Reports; (11) Selected Technical Reports; and (12) Selected Materials. Names and addresses of organizations to contact for additional information are given. (NB)

ED 297 228 CG 021 002

Gleason, David F.; Shore, Ellie R.
Professionals and Self-Help: Where Do Professionals Fit In?
PUB DATE- 22 Apr 88
NOTE- 12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Beliefs; Health Occupations; *Helping Relationship; *Mental Health Programs; *Professional Personnel; Psychiatrists; Psychologists; *Role Perception; *Self Help Programs; Social Workers

As self-help groups have grown in number, mental health professionals have found themselves increasingly involved in such groups. This study examined how mental health professionals viewed the appropriateness of a variety of roles sometimes assumed by mental health professionals when they work with self-help groups. Social workers, psychologists, and psychiatrists completed a mail survey assessing beliefs and practices toward self-help groups. A total of 132 useable surveys were returned out of 250 distributed (a 52.8% response rate). One scale on the survey called for an evaluation of which roles were appropriate for professionals involved in self-help groups. Using a four-point Likert type scale, participants responded to 12 roles often assumed by professionals working with self-help groups. The results showed that professionals viewed roles which were external to a group (consultant, speaker, advisory board, referral source) as more appropriate than internal roles (therapists, facilitator, leader, group member). When compared to the views of self-help group members, these findings suggest that professional helpers and self-helpers are quite similar in their beliefs about appropriate roles for professionals. (NB)

ED 297 285 CS 009 237

Ketcham, Clay A., Ed.
Proceedings of the College Reading Association, Volume 3, Summer 1962.
College Reading Association.
PUB DATE- 62
NOTE- 74p.; For other documents in this series, see CS 009 235-245. Small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Higher Education; Language Handicaps; Paperback Books; *Programed Instruction; *Readability; Reading Consultants; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; Reading Teachers; Referral; Secondary Education; Two Year Colleges
IDENTIFIERS- *College Reading Association; Evelyn Wood Reading Dynamics; *Reading Machines

The proceedings of the fifth annual meeting of the College Reading Association, held in 1962, consisted of the following papers: (1) "President's Report to the College Reading Association" (Albert J. Mazurkiewicz); (2) "Medical Aspects of Written Language Disability" (James J. Smith); (3) "Research and Secondary Reading" (Margaret J. Early); (4) "Results of Experimentation on the Wood Reading Technique" (William Liddle); (5) "Readability: Current Approaches" (Jeanne Chall); (6) "A Reading Program at the Secondary Level" (Edward J. Gallagher); (7) "A Junior College Reading Program" (Paul E. Nagy); (8) "Emphasizing Study Skills" (Walter Pauk); (9) "When Should the Classroom Teacher Consider Referral?" (Dorothy E. Withrow); (10) "Problems in Training Reading Specialists" (Marjorie S. Johnson); (11) "The Paperback in the High School" (Joseph Mersand); (12) "Instrumented Approaches with Kits" (Stanford E. Taylor); (13) "The Philosophy Behind the Machine Approach to Reading" (Mabel S. Noall); and (14) "Programed Instruction and the Improvement of Reading" (David A. Sohn). (MS)

ED 297 357 CS 211 426

Robson, Andrew E.
The Content of Composition Courses.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *College English; *Course Content; *Course Objectives; Educational Philosophy; *English Departments; *Freshman Composition; Higher Education; Literature; Test Results; Writing Across the Curriculum; *Writing Skills
IDENTIFIERS- English Teachers
The battle over whether literature or composition should dominate English instruction is the consequence of a perception that composition instructors who do not use literature as their primary source material have nothing substantial to offer in its place. A survey of 19 colleges and universities in New York revealed that institutions with a majority of students scoring above 500 on the verbal SAT prefer to use literature in freshman composition, while those whose students on average score below 500 prefer other approaches, generally emphasizing basic writing skills. Only two of the respondents indicated that the use of literature in freshman composition was controversial. Although findings suggest that college composition could become central to the production of graduates who can not only read and write but also know something about the world, focusing on literature as a vehicle for composition misses the fact that using literature in this way is not always appropriate. An opportunity exists for college composition courses to develop writing and reading skills while offering a unique overview of the realities of the world-at-large, a truly across-the-curriculum notion. (RS)

ED 297 371 CS 211 445

Robinson, Sandra G.
How the Daily Press Looks at Hunger.
PUB DATE- May 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Editorials; Foreign Countries; *Hunger; Mass Media Role; Media Research; *Newspapers; *Press Opinion; Questionnaires; World Problems
IDENTIFIERS- Africa
Utilizing both content analysis of 139 editorials appearing in 19 United States daily newspapers and the results of a survey of 146 newspaper editors, a study asked three questions: (1) To what extent is hunger covered in the news and editorial columns of U.S. daily newspapers? (2) How is hunger defined as a problem in terms of its causes in those editorial columns? and (3) Does the U.S. press discuss domestic hunger differently from global hunger in terms of causes? The study concluded that editorials present hunger in America as primarily caused by dysfunctions in a system that is only temporarily malfunctioning, along with the perception that the politics and economics of the Reagan administration have led to an increased presence of hunger in America. Editorials on world hunger, written almost exclusively about famine in Africa, described conflicting political and economic societal interests as causes along with moral factors, especially in those nations whose governments the United States opposes. Papers appeared limited in their awareness of the geographic dimensions of hunger, as well as in their expression of moral causes as they apply to hunger in America. (Two tables of data are included; three appendixes showing the survey questionnaire, distribution information, and the cause factors of hunger, categories and subcategories, are attached. Eleven references conclude the study.) (SR)

ED 297 385 CS 506 280

Servaes, Jan
Communication, Development, and New Social Movements: A European Perspective.
PUB DATE- May 88
NOTE- 20p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Appropriate Technology; *Developing Nations; Developmental Programs; Economic Development; Global Approach; *Mass Media; Network Analysis; *Networks; *Social Theories
IDENTIFIERS- Communications Research; *Development Communication; Global Studies; Habermas (Jurgen)
At the present time the social sciences implicitly or explicitly start from a normative vision which has a dialectical objective: a reasoning that is at once theoretical and practical, or that is both a political and a scientific discourse. A focus on Jurgen Habermas' theory of communicative action provides possibilities of shifting the frontier to interactive planning that explicitly takes up the problem of the relationship between authority and society. The theories and concepts of other European thinkers like Althusser, Gramsci, Lukacs, Weber, and Foucault, are also important for an understanding of the Western European intellectual climate. Habermas's theory envisions a number of new, collective decision-making forms. It must be seen as a directive for a new political praxis, a criterion against which the organization of both the political and the social life can be tested and judged. However, the political relevance of this third paradigm (emerging from criticism of the modernization and dependency paradigms) as a realistic counter-strategy has a chance to succeed only if an organic bond can be forged internationally between the grass-roots movement in the West and in the Third World. 'Networking' may be a crucial step towards its materialization. As a step towards this, the participants at a 1986 conference on Communication, Development and Human Rights held in Rome, recommended that transnational networks of communication, solidarity, and support be developed between local and national groups and organizations to give some protection to vulnerable groups. (Fifty-five references are attached.) (RAE)

ED 297 428 EA 020 141

Assessment of Educational Achievement in Asia and the Pacific. Report of a Seminar (Tokyo, Japan, January 20-February 1, 1986).
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Aug 86
NOTE- 239p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Comparative Analysis; *Developing Nations; *Educational Assessment; Educational Trends; Elementary Secondary Education; Equal Education; *Evaluation Criteria; Evaluation Utilization; *Foreign Countries; Research and Development; Research Needs; Student Development
IDENTIFIERS- Australia; Bangladesh; China; India; Japan; Malaysia; Nepal; New Zealand; Pakistan; Papua New Guinea; Philippines; Singapore; South Korea; Sri Lanka; Thailand

The High Level Seminar on Educational Achievement in Asia and the Pacific was organized in collaboration with the UNESCO Regional Office for Education in Asia and the Pacific (Bangkok, Thailand). The objectives were to exchange information and experiences on educational assessment at the primary and secondary school levels; to review major research and surveys on educational achievement and their findings conducted in the participating countries; and to identify common trends of research on educational achievement in the region. Part 1 of this report addresses in general the status, issues, and trends in the assessment of educational achievement in the Asia-Pacific region. After a preamble, the following topics are considered: (1) purposes of assessment; (2) structure and methods of assessment; (3) domains of assessment (cognitive, psychomotor, and affective); (4) equity and excellence; and (5) monitoring levels of assessment. A summary of recommendations and concluding remarks follow. Part 2 consists of reports from each of the participating countries: Australia, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Sri Lanka, and Thailand. A list of participants is included. (TE)

ED 297 459 EA 020 210

Bamburg, Jerry D.; Andrews, Richard L.
Implementing Change in Secondary Schools Using Effective Schools Research.
PUB DATE- 5 Apr 88
NOTE- 134p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
AVAILABLE FROM- Publications, College of Education PG&A, M206 Miller Hall, DQ-12, University of Washington, Seattle, WA 98195 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; *Cooperative Programs; *Educational Change; Educational Improvement; Educational Planning; Inservice Teacher Education; Organizational Climate; *Organizational Development; Program Implementation; Questionnaires; *School Effectiveness; Secondary Education; Secondary Schools; Staff Development; Surveys; Teacher Administrator Relationship; Teacher Attitudes; Teacher Morale; Teacher Participation
IDENTIFIERS- *Effective Schools Project
This paper describes research based on the Effective Schools Project, a collaborative project between the University of Washington and the Seattle School District. The research was undertaken to determine the amount of change that took place in two rural high schools over two years and to analyze the factors that contributed to those changes based on the responses of the staff in each school to a Staff Assessment Questionnaire; interviews with the staff, building administrators, and central office administrators; and archival information. Results of the questionnaire are discussed in a case study format for each school, interspersed with a series of tables showing selected items from the Effective Schools Characteristics. The ensuing discussion of these findings in both schools focuses on the following factors: the need for specificity in determining what is needed to implement an innovation; the need for appropriate strategies, such as inservice training, resource support, feedback mechanisms, and participation, to implement the innovation; and organizational climate, or staff perceptions of the motivating purposes behind organizational processes. The findings suggest that implementing changes in secondary schools is often the result of both planned and unplanned activities. References are included, and the the staff assessment questionnaire is appended, along with reliability estimates, a breakdown of the results, and assorted archival materials from the schools. (TE)

ED 297 488 EC 202 809

Robinson, Cordelia C.
Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jan 87
NOTE- 60p.; For related document, see EC 202 808.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Consultation Programs; Developmental Disabilities; Developmental Stages; *Disabilities; Early Childhood Education; *Handicap Identification; High Risk Persons; *Hospitalized Children; Interdisciplinary Approach; Intervention; Outcomes of Treatment; Prevention; Program Development; Program Evaluation; *Referral; School Districts; *Transitional Programs; Young Children
IDENTIFIERS- *Early Intervention; Nebraska
The Early Referral and Follow-up Project of the University of Nebraska Medical Center was designed to facilitate developmental assessment and intervention with long-term or repeatedly hospitalized children from birth to 3 years of age. Developmentally delayed children, handicapped children, and children at risk for delays were eligible for services. A major project activity involved assisting in the referral and transition of children from the hospital into appropriate services in their local school districts, accomplished through consultation with hospital and school district staff and through follow-up services. Evaluation services available to clients included developmental, speech, physical therapy, and occupational therapy assessments. This final report analyzes the referral process, the number of children referred and monitored, developmental interventions, cost of services, and outcomes of cases. Evaluation of project services indicated that school districts and parents perceived the project as providing useful, timely referral information and assessments of high quality. Staff efforts during the distribution of the Case Coordination Resource File. Appendixes include an outline of the case coordination role and sequence of activities; the evaluation criteria; definitions of classes of school district; and a project training workshop brochure. (JDD)

ED 297 112 CE 050 603

Keyboarding: Curriculum Guidelines.
Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
PUB DATE- Jul 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Skills; Courseware; *Curriculum Development; Data Processing Occupations; Evaluation Criteria; Instructional Material Evaluation; *Keyboarding (Data Entry); Learning Activities; Lesson Plans; *Office Occupations Education; *Program Content; Secondary Education; Statewide Planning; *Student Evaluation
IDENTIFIERS- *Washington

This guide is the product of a project to reassess and update the data entry curriculum used in business and office occupations programs throughout the State of Washington. It is intended to assist teachers and administrators responsible for making decisions affecting first-year keyboarding programs, implementing secondary school keyboarding programs, or evaluating existing keyboarding programs. The guide consists of student learning objectives, keyboarding competencies, and curriculum outlines for level 1 and level 2 keyboarding courses. Appendixes include two leadership examples, three technique evaluation examples, straight copy and number copy grading scales, suggested grading areas and percentages for overall grading, a list of some available software resources, a computer keyboarding software evaluation form, two examples of 10-key pad digit drills, and 10-key pad grading scales. A glossary concludes the guide. (MN)

ED 297 298 CS 009 252

Paulu, Nancy
What We Know about Phonics. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-88-163-rib
PUB DATE- Jun 88
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Education; *Phonics; Reading Instruction; *Research Utilization; *State of the Art Reviews; *Teaching Methods; *Theory Practice Relationship

The best evidence available today shows that children who are taught phonics get off to a better start than those who are not taught phonics. Research indicates that children should learn phonics early, that children should be taught only the most important and regular of letter-to-sound relationships, and that children should read words within texts very early in their reading program. Research also tends to favor explicit phonics over implicit phonics, but little evidence of well designed phonics programs has been found. Current research projects include studies on: (1) formulating guidelines for phonics instruction; (2) evaluating existing reading programs; (3) conducting classroom experiments on phonics; (4) developing a model phonics program; and (5) developing and evaluating a phonics program for reading-disabled children. (RS)

ED 297 314 CS 009 271

Higgins, Janice Christine
The Impact of the Emotional Orientation of a Passage on the Reading Comprehension of Fourth Graders.
PUB DATE- May 88
NOTE- 53p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Ontario, Canada, May 1-6, 1988). Project supported by a grant from the Florida Educational Research and Development Council, Sanibel.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Response; Grade 4; Intermediate Grades; *Reader Response; Reader Text Relationship; *Reading Comprehension; Recall (Psychology)
IDENTIFIERS- Emotions
A study investigated whether fourth graders recall different amounts of information for passages of different emotional orientation, whether there is a relationship between their emotional response to the passage and the amount of information recalled, and whether they recall different relationships when they read passages of different emotional contexts. Subjects, 75 fourth graders from urban, suburban, and rural Florida who read at grade level, read passages on the topics of families, pets, and classrooms. The passage for each topic was written in three different emotional orientations (positive, neutral, and negative). Transcripts of free recall and probe questions were scored for the percentage of correct responses. Results indicated that the emotional orientation of a passage has a stronger effect on the amount of information than on the kind of information recalled. (Seven tables of data are included; 24 references, the reading passages and the survey instrument are attached.) (RS)

ED 297 444 EA 020 173

MacDougall, Carol
Boards Need Education, Too!
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- May 88
NOTE- 3p.
AVAILABLE FROM- Publications, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Journal Articles (080)
DESCRIPTORS- Board of Education Policy; *Boards of Education; Consultants; Decision Making; Elementary Secondary Education; *Inservice Education; Leadership Responsibility; *Leadership Training; *Orientation; *Professional Continuing Education; *Professional Development; Public Schools; Superintendents
Local school boards bear the responsibility for goal-setting, policy-making, hiring, firing, construction, curriculum, and budget allocations. Competent boards need to become and remain informed about emerging, continuing, and future issues. School boards are turning to annual inservice programs to improve their decision-making skills. A sample program is described and ordering information listed for a publication intended for school boards interested in self-evaluation. (MLF)

ED 297 097 CE 050 574

Smith, Janet
Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
IFAPLAN, Brussels (Belgium). Programme Information Office.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
REPORT NO.- 06WD88EN
PUB DATE- Feb 88
NOTE- 57p.; For related documents, see ED 296 066-067 and ED 296 074-080.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Counseling; *Education Work Relationship; *Equal Education; *Females; Foreign Countries; Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Fairness; Vocational Education; Womens Education
This report focuses on the particular problems faced by girls and young women during the transition from school to adult and working life. It begins with a brief description of what these special problems are. Chapters 2-5 analyze different responses by pilot projects in Europe to these problems. Because their actions were normally an integral part of their broader response to social/economic changes or new demands, the projects are arranged here according to the broad fields of activity in which their gender equality action was located. Chapter 2 addresses forging closer links between schools and the economic world, including the development and implementation of more varied forms of work experience, use of the world of work as a learning resource, and initiatives to foster a more proactive and "enterpreneurial" spirit among young people and in the schools. Chapter 3 looks at projects' action to meet new needs in the field of guidance and counseling. Chapter 4 discusses action designed to combat failure and provide fairer opportunities to lower-attaining and disadvantaged young people. Chapter 5 deals with action to help teachers cope with the new tasks and new roles they have to fulfil. Chapter 6 sets out the conclusions drawn from this experience for the further development of gender equality policies and action in education and training. Appendices include a list of pilot projects and brief descriptions of some innovative programs. (YLB)

ED 297 155 CE 050 672

Bishop, John; Hollenbeck, Kevin
The Effects of TJTC on Employees. Task 4 Final Report. Revised.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Macro Systems, Inc., Silver Spring, Md.
PUB DATE- Jun 86
NOTE- 227p.; For related documents, see ED 268 381 and CE 050 671-673.
CONTRACT- 99-4-576-77-091-01
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Disabilities; *Disadvantaged; Economically Disadvantaged; *Employer Attitudes; *Employment Patterns; *Employment Practices; *Federal Legislation; Personnel Selection; Program Improvement; Salary Wage Differentials; *Tax Credits; Veterans; Welfare Recipients
IDENTIFIERS- Employer Surveys; *Targeted Jobs Tax Credit
A study examined the effect of the Targeted Jobs Tax Credit (TJTC) on a variety of employer- and employment-related outcomes. Data were collected from two databases and a set of case studies. Although most employers report having heard of TJTC, only a small number of firms were actually participating in the program. TJTC did not appear to change hiring practices, and employers systematically underestimated the expected productivity of TJTC-eligible persons and thus often incorrectly believed that they were lowering hiring standards by hiring these workers. Although most employers were surprised by how well TJTC-eligible workers performed on the job, they did not revise their opinions about the average productivity of these workers. The TJTC could be improved by increasing the effectiveness of TJTC referral services, tightening eligibility determination, increasing funding for administration, and limiting eligibility to referrals by client-centered agencies. (Appendixes include a brief description of the first wave of the employer survey, the employer questionnaire, the Poisson model of TJTC participation, the case study interview form, and the TJTC questionnaire administered by the interviewer.) (MN)

ED 297 169 CE 050 690

Women in Poverty: Training for Independence. Second Edition.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Dayton-Hudson Foundation, Minneapolis, MN.
REPORT NO.- ISBN-0-88713-634-6
PUB DATE- 88
NOTE- 76p.
AVAILABLE FROM- National Alliance of Business Clearinghouse, 1015 15th Street, NW, Washington, DC 20005 (publication no. R003244--$7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Economically Disadvantaged; *Employment Problems; *Employment Programs; *Females; *Job Training; *Unemployment; *Welfare Recipients; Welfare Services

This report provides information about programs that can be replicated and resources that can be tapped to design and implement strategies for helping women on welfare become productive employees. The first part describes major welfare programs in the United States and welfare-to-work programs initiated in selected states over the past several years. State profiles are presented for Massachusetts, New York, California, Maryland, and Pennsylvania. A brief compilation of the programs available throughout the United States is given in a table showing the status of welfare-to-work programs in the 50 states. The second part of the report features case studies of employment and training programs oriented to welfare recipients in 15 communities around the nation. They include Toledo, Ohio; Coffeyville, Kansas; Chautauqua, New York; Wausau, Wisconsin; Arkansas; Charleston, West Virginia; Sturgeon Bay, Wisconsin; Phoenix, Arizona; Allentown, Pennsylvania; St. Paul, Minnesota; Albuquerque, New Mexico; St. Johnsbury, Vermont; Pittsburgh, Pennsylvania; St. Paul, Minnesota; and New York, New York. Appendixes provide a directory of welfare-to-work program contacts in each state and a bibliography. (YLB)

ED 297 257 CG 021 039

Lindner, Marjorie S.; Anderson, Edward R.
Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (34th, New Orleans, LA, March 31-April 2, 1988). For related documents, see CG 021 035-039.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adolescent Development; *Adolescents; Behavior Problems; Comparative Analysis; Coping; Divorce; *Family Relationship; Longitudinal Studies; *Nuclear Family; *One Parent Family; *Preadolescents; Remarriage; Sex Differences; *Stepfamily
One goal of a longitudinal study of stepfamilies, divorced maternal custody families, and nondivorced families was to assess the response of children to the experiences associated with stepfamily formation and to identify factors that may buffer children against adverse life experiences or make them more vulnerable to negative outcomes. Children's adjustment was measured at three time periods over 2.5 years. Composite measures of externalizing, internalizing, and competence were created from reports of mothers, fathers, teachers, and children from interviews and 24-Hour Behavior Checklists, as well as from observational measures based on a composite of global rating scales. The results showed that boys from divorced families exhibited fewer problems over time, as they continued to adjust to life in a single-parent household, whereas girls in divorced families exhibited more problems over time. Boys in remarried families exhibited high levels of problematic behavior throughout the course of the study, while girls in remarried families showed some improvement. Levels of competent behavior were highest for children from nondivorced homes, and lowest for children from remarried homes. Girls were viewed as more competent than boys throughout this age range. Analyses were conducted to examine which factors attenuate or exacerbate problems in adaptation, with a focus on externalizing disorders. (NB)

CS

ED 297 270 CS 009 219

Robinson, H. Alan
Whole Language and Whole Language Instruction: A Definition.
PUB DATE- Apr 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Nassau Reading Council (Long Island, NY, April 16, 1988) and a shorter version presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Instructional Design; *Language Skills; Reading Comprehension; *Reading Instruction; *Reading Strategies; Teaching Models; Test Wiseness; Thematic Approach
IDENTIFIERS- *Whole Language Approach
What whole language is and is not, what whole language instruction is and is not, and whether "subskills" can be integrated into a whole language approach are topics worthy of consideration. Whole language is natural language within a given context and in relation to a given situation. Isolated bits of language used for exercise rather than for real communication are not natural language. Language which is not a unit, which does not have a sensible beginning and ending, and which does not serve to communicate within a meaningful context for a given purpose is not whole language. Whole language instruction includes the teaching and learning of skills and/or strategies within a setting in order to accomplish a goal that cements, extends, and expands learning. It is not the planned teaching of skills in a sequence over time. It is frequently coupled with an integrated or thematic approach to learning. This approach is consistent with a whole language approach but is not mandatory. The role of the whole language teacher includes developing strategies for dealing with fragments of language, such as objective and standardized tests. Subskills instruction can be subsumed in a whole language approach to reading instruction if the subskills are recognized as reading purposes and major organizational strategies. Learning and functioning through language is the process as well as the goal of whole language instruction. (RS)

ED 297 341 CS 211 401

Colomb, Gregory G.
Where Should Students Start Writing in the Disciplines?
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cues; *Freshman Composition; Higher Education; *Interdisciplinary Approach; *Writing Across the Curriculum; Writing Evaluation; *Writing Processes
IDENTIFIERS- *Academic Discourse Communities; Academic Language; *Writing Contexts

A mistake is made when writing is taught as though what students learn in one discipline (usually English) can simply be carried forward unchanged to any number of different writing situations and tasks, and when linear metaphors are used to describe the processes of learning such a "basic skill" as writing. The slogan of every writing across the curriculum program should be that grammar changes from discipline to discipline. These variations occur at every level of text structure, from syntax through global discourse structure, and they occur in ways that are miscellaneous and unpredictable. The dominant grammatical feature of student-produced texts is that these texts make points, but where and how points can be made, and even what counts as a point worth making, changes from discipline to discipline. The metaphors that are commonly used to describe learning are linear and based on natural development and growth. Better metaphors are ones involving an "outsider" trying to get into an "interpretive" community. If new students are thought of as novices and if the goal of writing instruction is to make them socialized members of a community of knowers, learners, and teacher, then a better understanding can be had of teaching the social activity that is called writing. If writing is best learned in the disciplines, then maybe it is there that all writing teachers ought to be. (Eleven references are attached.) (RS)

ED 297 400 CS 506 299

Slaght, Ralph L.
Thinking and Doing: Technological Literacy Reconsidered.
PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Computer Literacy; *Faculty Development; Grants; Higher Education; Liberal Arts; Mathematical Enrichment; Scientific Literacy; *Technological Literacy; Undergraduate Students
IDENTIFIERS- *Lafayette College PA; *Sloan Foundation
In 1982, the Alfred P. Sloan Foundation recognized that many of the graduates of the colleges and universities in this country were technologically and mathematically illiterate, and an attempt to begin to remedy this serious shortcoming was launched in their New Liberal Arts Program. Lafayette College in Pennsylvania was one of the 30 liberal arts colleges invited to submit proposals to the Sloan Foundation for funds to be used in remedying these deficiencies in their own student bodies. The need was for a technologically literate faculty which would breach the barricades of prejudice and remove the hostilities and misconceptions, for the mutual benefit of everyone, between the engineers and the humanities and social science faculty. Faculty seminars were the prime ingredient of the proposal, as well as conference support, released time for study, course development funds, computer education and software acquisition support, funds for the acquisition of library materials, guest lecturers, and--after the program was underway--diverted funds for a mathematics workshop for faculty. Necessary components for success in this enterprise were: (1) a supportive administration, one which encourages innovation and which provides flexibility in teaching assignments; (2) an intellectually alive faculty committed not only to excellence in their own disciplines but also to the meaningful liberal education of their students; (3) organized and committed program and seminar leaders; and (4) people with technical skills who can present their technical knowledge to others in a noncondescending and jargon-free way. (RAE)

ED 297 475 EA 020 276

Reisner, Elizabeth; And Others
Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 88
NOTE- 95p.
CONTRACT- 300-85-0103
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Educational Assessment; Educational Needs; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Government School Relationship; *Program Effectiveness; School Support; State School District Relationship; *Technical Assistance
IDENTIFIERS- Department of Education; *Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers
This study evaluated the national network of Technical Assistance Centers (TACs), which provides technical assistance in evaluation and program improvement to state and local educational agencies responsible for implementing programs under Chapter 1 of the Education Consolidation and Improvement Act (ECIA). The U.S. Department of Education currently operates four TACs, which each provide assistance in a specified region of the country. The TACs are funded at an overall level of $3.6 million a year, down from a high of $8.5 million in 1980-81. The study found that, despite variations across TACs, they have generally selected technical assistance strategies that are consistent with their program goals, with some major exceptions. Other findings indicate that state and local education agencies have significant needs for the assistance provided by TACs. In general, these TACs were found to achieve satisfactory results in their assistance with evaluation and program improvement; the most important result was the interest and enthusiasm they generated among local Chapter 1 personnel. However, support for TACs by the Department of Education was found to be inadequate. Accordingly, the report concludes with a recommendation that the Department of Education redirect the TAC mission toward increasing the capacity of state education agencies to promote and implement Chapter 1 improvement. References are included. (TE)

ED 297 141 CE 050 648

Barrington, Gail V.; And Others
Partnership Program Evaluation Study, Calgary Board of Education.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 87
NOTE- 174p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; *Cooperative Programs; Foreign Countries; Information Networks; Outcomes of Education; *Program Development; *Program Effectiveness; *School Business Relationship; Secondary Education; Shared Resources and Services
IDENTIFIERS- *Alberta (Calgary); *Partnerships

The Calgary Board of Education's Partnership Program was established to foster direct, ongoing, and mutually beneficial relationships between Calgary businesses or organizations and Calgary public schools. The idea of partnerships between the Calgary school and business communities was first discussed in 1984, and the first five such partnerships began in mid-1985. The Partnerships Program was evaluated in 1986-87. At that time, three of the five initial partnerships were still active and successful, one remained in a planning mode, and the other one had been terminated. The evaluation indicated that planning and implementation of all of the partnerships were well documented and well organized. There were, however, problems related to lack of clear program authority and a slower than anticipated initiation of partnership activities in some cases. Those partnerships with more frequent contact and more partners tended to be more successful. Students tended to be aware of their partner; however, they were not always sure which activities were partnership related nor were they clear about the partnership's purpose. All of the intended goals of the partnerships studied appeared to have been met, and few negative impacts of the partnerships were identified. (Appendixes include profile forms, a study sample, the study instruments, a discrepancy analysis, and an interview response summary.) (MN)

ED 297 183 CE 050 710

Glauber, Joseph W.
Generic Certificates. Agricultural Economic Report Number 594.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 88
NOTE- 24p.; Document is printed with colored type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Production; Agriculture; Comparative Analysis; Federal Legislation; *Federal Programs; *Financial Support; *Grains (Food); *Program Costs
IDENTIFIERS- *Food Security Act 1985; *Generic Certificates (Agriculture)

The Food Security Act of 1985 authorizes the U.S. Department of Agriculture to issue generic certificates in lieu of cash payments due to program participants and merchants of agricultural products under provisions of several programs. The certificates may be used to acquire stocks held as collateral on government loans or owned by the Commodity Credit Corporation (CCC). These certificates offer producers and merchants advantages when they are exchanged for crops held under loan or owned by the CCC, and they have freed up stocks that might not have been marketed. Although the costs of using certificates likely exceeded the costs of issuing those payments in cash during fiscal 1987, generic certificate costs are projected to range between 93 and 99 percent of cash costs during fiscal year 1989. As of March 31, 1988, about $17.9 billion worth of certificates had been issued, with about $1.7 billion worth having been redeemed as of May 31, 1988. Approximately 72 percent of the exchanges have been for corn, 20 percent for wheat, and the remainder for various other commodities held under loan or owned by the CCC. One concern that has been raised is that, by freeing up government-owned stocks, certificates may dampen prices and thus increase deficiency payments. (MW)

ED 297 229 CG 021 003

Telleen, Sharon; Colletta, Nancy Donohue
Individual and Situational Factors in Adolescent Coping.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Coping; Depression (Psychology); *Dropouts; *Early Parenthood; Family Relationship; Females; *Mothers; Secondary Education; Secondary School Students; Self Esteem; Social Support Groups; Stress Variables
Recent research has emphasized the need to identify the effectiveness of various coping strategies and social supports used by adolescent mothers. This study examined how adolescents cope with life stresses in nine problem areas. Participants were adolescent mothers who returned to school after the birth of their baby (N=40), adolescent mothers who dropped out of school (N=35), and female dropouts who were not mothers (N=20). Participants ranged in age from 15 to 19; all mothers had a child under 3 years of age. Data were obtained by means of a structured interview in the adolescents' homes. In addition to demographics, data were obtained on problems in life conditions, coping responses, social support, and depression. Analyses focused on individual and situational determinants of coping responses and on the effectiveness of responses in specific situations. The results showed that mothering dropouts were more depressed than nonmothering dropouts, and were less satisfied with their level of education than were mothers who had returned to school. Nonmothering dropouts had significantly higher levels of family stress than did mothering dropouts. In general, the effectiveness of coping strategies varied from situation to situation, with the adolescents' coping strategies appearing to be most effective in relieving stress in intimate relationships and with educational problems. (NB)

ED 297 242 CG 021 024

Older Americans Act Amendments of 1987. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- House-R-100-97
PUB DATE- 18 May 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Federal Aid; *Federal Legislation; *Federal Programs; *Older Adults
IDENTIFIERS- Congress 100th; *Reauthorization Legislation

This document contains a report by the House of Representatives' Committee on Education and Labor concerning the bill H.R. 1451 to amend the Older Americans Act of 1965 to authorize appropriations for the fiscal years 1988, 1989, 1990, and 1991; and to reauthorize the Native American Programs Act of 1974 for an additional 4 years at a level of such sums as may be necessary. Included in the report are an introduction, a discussion of committee action, an explanation of the background and need for the legislation, an explanation of the bill, a statement of committee approval, an oversight statement, an inflationary impact statement, oversight findings and recommendations of the Committee on Government Operations, an estimation of the cost of the legislation, and a section-by-section analysis of the bill. The text of the bill is included, with amendments in italic type, and the title of the bill is amended to reflect the amendments to the text of the bill. The committee's recommendation that the bill as amended be passed is expressed. Minority, dissenting, and individual views are included. (NB)

ED 297 286 CS 009 238

Ketcham, Clay A., Ed.
Proceedings of the College Reading Association, Volume 4, Summer 1963.
College Reading Association.
PUB DATE- 63
NOTE- 98p.; For other documents in this series, see CS 009 235-245. Small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Closed Circuit Television; *College Programs; Freshman Composition; Higher Education; Linguistics; Literacy Education; Paperback Books; Psychotherapy; *Reading Difficulties; *Reading Instruction; *Reading Programs; Reading Research; *Reading Teachers; *Reading Tests; Study Habits; Study Skills
IDENTIFIERS- *College Reading Association

The proceedings of the sixth annual meeting of the College Reading Association included the following papers: (1) "President's Report: Retrospect and Prospect" (Mrs. H. E. Ketcham); (2) "Can Reading Instruction Meet the Present Academic Challenge?" (P. D. Leedy); (3) "Hereditary Factors in Certain Reading Disabilities" (R. Clemens and G. Schiffman); (4) "Alias Dictus--Henry Higgins" (K. Bourn); (5) "Are We Educating Our Teachers of Reading?" (W. J. Massey); (6) "Objectives and Emphases in College Programs" (C. R. Colvin); (7) "New Developments in the Reading Test" (R. A. Ironside); (8) "Motivation and Reading" (G. G. Glass); (9) "Problems in Reading Research" (L. S. Braam); (10) "Environmental Influences on College Students' Study Habits and Attitudes" (M. M. Bott); (11) "Achieving Faculty Support for College Reading Programs" (A. M. Heilman); (12) "How Structured Psychotherapy Can Assist Students in Their Academic and Social Lives" (E. L. Phillips); (13) "New Developments in Adult Reading" (M. S. Joslow); (14) "A Survey of Literacy Education Courses" (R. W. Cortright); (15) "Individualized Reading in Freshman English" (P. Shaw); (16) "Linguistics and Reading: After Bloomfield What?" (S. H. Benedict); (17) "Reading Patterns among College Students" (I. L. Moe); (18) "The Impact of Paperback Books on Reading" (V. A. Giacco); (19) "The Responsibility of College Reading Directors beyond the Clinic Doors" (F. L. Christ); (20) "Current Status of Reading Programs in Government Agencies" (G. L. Stevens); (21) "Study-Skills Courses in Medical Schools" (G. Entwisle); (22) The Progressive Choice Reading Program" (M. Woolman); and (23) Implementing Reading Instruction by Closed-Circuit Television" (V. V. Swauger). (MS)

ED 297 299 CS 009 253

Feitelson, Dina
Facts and Fads in Beginning Reading: A Cross-Language Perspective.
REPORT NO.- ISBN-0-89391-507-6
PUB DATE- Jun 88
NOTE- 224p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($34.50, cloth--ISBN-0-89391-507-6; $17.95, paperback--ISBN-0-89391-531-9).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Comparative Analysis; *Cross Cultural Studies; Curriculum Design; Decoding (Reading); Educational Trends; Foreign Countries; Language Experience Approach; Phonics; Prereading Experience; Reader Text Relationship; Reading Achievement; *Reading Instruction; Reading Materials; Reading Programs; *Reading Research; Reading Strategies; Reading Writing Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Germanic Languages; Germany; Great Britain
Creating a link between current research findings and classroom practice, this book analyzes, compares, and critiques prevalent classroom strategies in beginning reading instruction in light of expertise available in other countries. The book begins with a section on "Points of Departure," consisting of three chapters: "Introduction: Facts and Fads on the Reading Scene"; "A Parting of Ways: Notes on the History of Reading Methods in the United States and German-Speaking Countries"; and "Is Learning To Read 'Natural'?" The second section, "Curricular Issues," consists of the following chapters: (1) "The Learner vis-a-vis the Task"; (2) "The Role of Writing in Beginning Reading"; (3) "Are Decoding-Oriented and Meaning-Focused Instruction Incompatible?"; (4) "The Special Case of English"; and (5) From Theory to Practice." The third section, "From Theory to Practice--A Stage-Based Curriculum," consists of three chapters: "Stage 1--The Onset of Formal Reading Instruction"; "Before Reading"; and "Stage 2--From Decoder to Book Consumer." Reading charts and excerpts from beginning reading texts in German and English are included, and 22 pages of references are attached. (MM)

ED 297 328 CS 211 386

Aschauer, Mary Ann
Reinforcing Successive Gains: Collaborative Writing Faculty Projects.
PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; *College Faculty; *College Instruction; Cooperative Learning; *Faculty Development; Higher Education; *Peer Counseling; Writing Instruction
IDENTIFIERS- *Collaborative Teaching; *Collaborative Writing; Peer Coaching; Teacher Collaboration
Three collaborative writing faculty projects which were designed and put into effect at Santa Clara University are peer advising, composition seminars, and inter-active observation. Peer advising matched faculty members who had previously taught in the writing program on campus with instructors new to the program to serve as professional resources as well as social contacts. Composition seminars, intended to help the professional growth of writing instructors, were held monthly. These are joint presentations by colleagues who share a common interest in composition topics. The third project, a series of inter-active observations designed to enhance the performance of individual writing instructors, began by concentrating on areas the instructor wished to learn more about

were also developed. Even though most writing instructors are aware that collaborative activities characterized by open-ended discussions yield greater conceptual understanding and enhance intellectual engagement, and use these tasks in their classrooms, they rarely afford themselves the same opportunity. Limited time, independent rather than interdependent faculty relations, and maintenance learning all limit ongoing collegial exchange. Collaborative projects encourage writing instructors to pool skills in order to solve problems and answer questions collectively. In fact, collaborative projects such as these, emphasizing self-determination and cooperation, can provide all writing instructors the opportunity to exchange ideas, to take a stance, and to locate themselves in the ongoing dialogue about writing, teaching, and learning. (Eleven references are attached.) (RAE)

ED 297 358 CS 211 430

Spiegel, Richard A.
Computers and the Waterways' Project.
PUB DATE- 88
NOTE- 10p.; Paper presented at the Conference of the New York State Association for Computers and Technology (Rye, NY, 1988).
AVAILABLE FROM- The Waterways Project, 799 Greenwich St., New York, NY 19914 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; Computer Uses in Education; Ethnic Groups; *High Risk Students; Nontraditional Education; Poetry; Special Education; *Writing for Publication
IDENTIFIERS- Book Fairs; *Literary Magazines; *Waterways Project
Begun in 1979, the Waterways Project, which provides literary arts program experience for at risk students in New York City, is described in this paper. The Waterways Project was started as a service organization for small press publishers and writers. The paper recounts the project's involvement in book fairs, computer programming, a literary arts publishing program, and adult poetry workshops. The director of the project relates of several students' experiences with individualized lessons at the computer. The paper also describes the project's clientele, i.e., students with drug problems, high school dropouts, and youths in transition. The goal of the project is identified in the paper as giving students the encouragement to try to have their work published, which is intended to give them direction. An appendix containing the project's history concludes the paper. (MS)

ED 297 372 CS 211 447

O'Sullivan, Colleen, Ed.
Australian Literature in the Primary Classroom.
Primary English Teaching Association, Rozelle (Australia).
SPONS. AGENCY- Curriculum Development Centre, Canberra (Australia).
REPORT NO.- ISBN-0-642-53276-1
PUB DATE- 88
NOTE- 93p.; Project developed for the Bicentennial Australian Studies Schools Project.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Australian Literature; *Childrens Literature; Class Activities; Elementary Education; *English Instruction; Foreign Countries; Literature Appreciation; *Poetry; Reading Materials
IDENTIFIERS- Aboriginal People; *Australia; Historical Background

This book was designed to supply information on available resources in Australian children's literature and a tradition of teaching which incorporates the Australian experience in an inclusive manner. Essays and their authors consist of the following: (1) "Children's Books in Australia: Two Hundred Years of Social Life" (Maurice Saxby); (2) "One of the Family" (Anne Hazel); (3) "Access to Australia's Past" (Colleen O'Sullivan); (4) "Performing Australian Poetry" (Sean Monahan); (5) "Conducting an Author Study" (Victoria Roberts and Vivienne Nicoll); (6) "Aboriginal Stories: Reliving the Experience" (Fran Murray); (7) "Tuning In to the Spirit of Place" (Lyn Linning); (8) "Death of the Spaghetti Dance" (Mary Mathias and Janet Oxwell); (9) "Rural Australia--Urban Australia" (Joan Zahnleiter); (10) "Outside-Inside Playground Rhymes" (Moira Robinson); (11) "Great Races and Challenges (Susan Hill and others); and (12) "Australia--Where Are We Going?" (Marie Luxford and Maureen Ferry). (MS)

ED 297 415 EA 018 722

Hall, Gene E.; Hord, Shirley M.
Configurations of School-Based Leadership Teams.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-3223
PUB DATE- 86
NOTE- 36p.
GRANT- NIE-G-83-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Group Dynamics; *Instructional Leadership; Intervention; Leadership Responsibility; *Leadership Styles; Linking Agents; *Management Teams; *Principals; School Effectiveness; Teamwork
IDENTIFIERS- *Facilitators
In this paper a new conception of leadership for change is proposed--that of change facilitating leadership teams that are characterized by roles, functions, and team dynamics. As an introduction, the conventional descriptions of leadership in the literature are briefly cited. This is followed by a summary of recent studies and observations focused on the functions of leadership. Building on this work and on the results of our recent research on school principals as change facilitators, the concept of change facilitator teams is presented. Recent research findings and brief examples are used to illustrate the different configurations of school-based leadership teams, their organization and operations. Included are 27 references and 3 figures. (Author)

ED 297 429 EA 020 142

Mellor, Warren L., Ed.
An Inventory of Documents on Educational Planning and Management in Asia and the Pacific.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO.- BKEPM-85-M-4-600
PUB DATE- 85
NOTE- 232p.
AVAILABLE FROM- Publication Sales, UNIPUB, 9730-E George Palmer Highway, Lanham, MD 20706 (Stock No. UB-176; $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Databases; *Educational Administration; *Educational Planning; Educational Research; Elementary Secondary Education; *Foreign Countries; Research and Development
IDENTIFIERS- Australia; China; India; Japan; Malaysia; Nepal; New Zealand; Philippines; Thailand; Turkey
This document comprises a UNESCO-sponsored inventory of documents on educational planning and management in Asia and the Pacific. The database consists of 714 documents from participating countries, divided into 10 subsections by country and indexed according to author and subject. The main entries are grouped alphabetically by country, as follows: Australia, China, India, Korea (Republic), Malaysia, Nepal, New Zealand, Philippines, Thailand, and Turkey. Each entry consists of five fields: citation number, author, title and publication details, descriptors, and annotation. (TE)

ED 297 113 CE 050 606

Adult Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
Michigan State Board of Education, Lansing.
PUB DATE- Jun 86
NOTE- 23p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Literacy; *Adult Programs; Adult Reading Programs; Basic Skills; Career Education; Competency Based Education; Daily Living Skills; Diagnostic Teaching; Emotional Disturbances; Functional Literacy; High School Equivalency Programs; Individualized Instruction; Language Arts; Learning Disabilities; *Literacy Education; Mathematics; Migrant Education; Nontraditional Education; Parent Education; Program Descriptions; Staff Development; Tutoring; *Validated Programs; Volunteers

IDENTIFIERS- *National Diffusion Network Programs

This booklet provides descriptions of 16 adult education programs that have been validated as successful by the Joint Dissemination Review Panel (JDRP), U.S. Department of Education and that are being promoted by the National Diffusion Network (NDN). Although the programs were developed by individual school districts in response to local needs, the programs are available for adoption by other districts. Introductory pages include an alphabetical table of contents and an index of programs by the category or categories for which the program has been validated. Categories are assessment system, basic skills, career education, college program, competency-based education, daily living skills, diagnostic teaching, emotional disturbances, functional literacy, high school equivalency, individualized instruction, language arts, learning disabilities, learning skills, mathematics, migrant education, nontraditional education, parent education, physical education, preschool education, prescriptive teaching, program administration, reading, remedial reading, rural schools, special education, staff development, summer programs, tutoring, and volunteers. In addition to providing a detailed description of the program and the name, address, and telephone number of a contact, a program entry may include this information: audience, requirements, costs, and services. (YLB)

ED 297 128 CE 050 625

Broadbent, William
An Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- May 88
NOTE- 20p.; Produced by the Hawaii Statewide Committee on Computer Programming. For related documents, see CE 050 623-624.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Data Processing Occupations; *Job Analysis; *Job Skills; *Occupational Information; Postsecondary Education; *Programing; Secondary Education; Vocational Education; *Work Attitudes

This document is an inventory of skills identified as necessary by professionals and technicians in the computer industry who supervise computer programming. It is intended as a mechanism whereby educators can compare that which they teach against what industry feels is relevant. Introductory material discusses the process of the occupational analyses, one of which resulted in this document; method employed; limitations; interpretation of industry data; and a narrative summary of industry data. The inventory of knowledge, skills, and attitudes necessary for successful participation in the field of computer programing follows. The items are divided into knowledge and skills and general attitudes. Listings of the items indicate weightings assigned by industry representatives; numbers of representatives and percentages are given. The various weightings are essential, important, desirable, and not necessary. The average or mean scores are also given. (YLB)

ED 297 199 CG 020 972

Stitsworth, Michael Henry
Personality Changes of American Teenage Participants in a Japanese Youth Exchange.
PUB DATE- May 87
NOTE- 180p.; Ed.D. paper, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescents; *Exchange Programs; Foreign Countries; *Personality Change; *Travel
IDENTIFIERS- *Japan
This study sought to determine whether changes in personality functioning occurred in teenagers participating in a one-month homestay in Japan. Subjects included exchange participants (N=154) and non-participant control group members (N=112) who were nominated by the exchange group. The California Psychological Inventory was administered to both groups prior to the exchange, once again at its conclusion, and a third time 4 months later. Results showed that the exchange group increased in flexibility and independence and became less conventional as compared to the control group. Exchange participants who were the first member of their immediate family to travel abroad and those who personally paid a high percentage of their trip expenses experienced the most personality change. Significant personality differences did not persist over time, although certain differences between exchange group antecedent subpopulations which were present at the time of the posttest persisted 4 months after the conclusion of the exchange. Other differences not apparent at the time of the posttest became discernible 4 months later. Certain personality changes associated with overseas experiences were immediately apparent while other changes became evident only after a period of time had passed. Some changes disappeared over time. (Author/ABL)

ED 297 214 CG 020 988

Goldscheider, Calvin; Goldscheider, Frances K.
Moving Out and Marriage: What Do Young Adults Expect?
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
REPORT NO.- RAND/N-2634-NICHD
PUB DATE- Jul 87
NOTE- 13p.
GRANT- P50-HD12639
AVAILABLE FROM- The Rand Corporation, Publications Department, 1700 Main St., Santa Monica, CA 90406-2138 ($4.00; 25% discount on 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ethnic Status; *Expectation; High Schools; *High School Seniors; Marriage; *Place of Residence; Population Trends; Racial Differences; Religious Factors; *Residential Patterns; Sex Differences; Socioeconomic Status

Living independently before marriage is part of a broader pattern of family and demographic change characterizing modern societies since World War II. This study examined expectations about premarital residential independence among young adults. Data were obtained from 28,240 high school seniors who participated in the High School and Beyond study of the class of 1980. Students were asked at what age they expected to get married and at what age they expected to live in their own home or apartment. Those who gave an expected age at residence younger than an expected age at marriage were defined as expecting independent residence before marriage. The results revealed that approximately 70% of young adults surveyed expected to move out of their parental home before marriage, suggesting that new norms are emerging which fit into patterns of independence in the transition to adulthood. There was substantial variation in factors affecting expectations about premarital residential independence. Young men more than young women, those with more parental resources, those who expected to marry at older ages, and those who did not have ethnic and religious ties that linked them to their parental home until marriage expected to live independently. Religious, racial, and ethnic differences interacted in complex ways with gender and socioeconomic status to influence expectations about premarital residential independence. (Author/NB)

ED 297 315 CS 009 274

McKeown, Margaret Gentile
The Acquisition of Word Meaning from Context by Children of High and Low Ability. Outstanding Dissertation Monograph 1985.
International Reading Association, Newark, Del.
PUB DATE- Apr 86
NOTE- 37p.; Doctoral Disseration, University of Pittsburgh. Small print and light type in this document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Ability Grouping; Associative Learning; Classroom Research; *Context Clues; Grade 5; Intermediate Grades; Learning Problems; *Learning Strategies; *Vocabulary Development; *Vocabulary Skills

A study proposed a sequenced process for inferring word meaning from context in order to investigate experimentally where, within the process, differences between learners of varying skill occur, and to discover the kinds of information students need in order to acquire vocabulary most effectively. Six five-step tasks, each designed around an artificial word, were administered individually to 30 urban fifth graders, 15 with high vocabulary ability and 15 with low. These tasks were at the level of contexts typically encountered in school reading, thereby yielding a realistic picture of where difficulties in processing ordinarily occur. Scores obtained from each step of the task each represented an aspect of the meaning acquisition process: selection of constraints from context; testing a meaning choice within constraints; use of two contexts to constrain meaning choices; evaluation of a meaning choice given the use of two contexts; use of additional contexts to refine word meaning; identification of word meaning given contexts that contain direct meaning clues; and discrimination between sentences that use and those that misuse the newly learned words. Findings indicated that the low ability group misunderstood the relationship between word and context; that both groups demonstrated a semantic interference when considering two contexts simultaneously; and that the process is a complex one. Teacher modeling of important concepts and strategies may be well-suited to improve children's context skills. (Twenty-eight references are attached.) (SR)

ED 297 386 CS 506 281

Servaes, Jan
The Many Faces of Power, Ideology and Culture: In Search of a More Interpretative Communication Research.
PUB DATE- May 88
NOTE- 22p.; Paper presented at the Annual Conference of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; *Cultural Context; *Ideology; *Intercultural Communication; Power Structure; Research Design; *Social Theories
IDENTIFIERS- Interpretive Research; Power
By focusing on concepts of power, culture, and ideology in light of new socio-cultural and anthropological interpretations with regard to their use in international, intercultural, and cross-cultural communication research, an outline for the framework of a more hermeneutic-interpretive approach to the study of communication and socio-cultural change can be developed. Culture is not only a visible, non-natural environment of individual and organized subjects, but also and primarily his, her, or their normative context. In the patterning of their social existence, people continually make, principally unconsciously, choices that are directed by the applicable intracultural values and options. The social reality can then be seen as a reality constituted and cultivated on the basis of particular values, a reality in which the value system and the social system are completely interwoven and imbued with the activity of each other. In other words, in the study of concrete cases, it is necessary to be attentive to the following aspects: (1) the characteristics and dimensions of the cultural reference framework (i.e. the world view, the ethos, and their symbolic representation); (2) the interaction and interrelation with the environment of power and interest; and (3) the 'ideological apparatuses' by which the cultural reference framework is produced and through which it is at the same time disseminated. (Sixty-three references and one table of data are attached.) (RAE)

ED 297 445 EA 020 175

Odden, Allan; Geranios, John
Chief School Business Officer Certification in California: An Idea Whose Time Has Come?
PUB DATE- Jan 88
NOTE- 25p.; Paper presented at the Annual Meeting of the California Association of School Business Officials (Fresno, CA, April 12-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Certification; Elementary Secondary Education; *Job Skills; *Management Development; *Money Management; *School Business Officials
IDENTIFIERS- *California
The recommendation to require state certification of chief school business officers (CSBO's) is an attempt to strengthen the public schools' business function, to raise the CSBO's status, and to underscore the relationships between the business and program sides of school district operations. Although the CSBO has traditionally been viewed as the school bookkeeper, this position's duties and functions have grown exponentially during the past decades as school business activities have expanded in complexity. Also, recent state reform movements have created a new interest in more effective and efficient education resources management. Prior to discussing CSBO certification, the paper first describes the new job definition and workplace characteristics from which a set of competencies and standards can be established. Then the paper examines arguments for and against CSBO certification in California and examines certification activities in other states. Finally, some conclusions and recommendations are offered for California. Clearly, steps are needed to strengthen the competencies and skills of CSBO's. Certification should be institututed as a first step. Also, individual assessment, rather than course or program approval, should be used for the certification process. The certificate should have a continuing education requirement. Further analysis is needed for CSBO certification in smaller districts where the superintendent doubles as the CSBO. Included is an appendix describing certification requirements for selected states. (MLH)

ED 297 460 EA 020 216

Bryans, Charles Michael
A Comparison of State Methods of Purchasing School Bus Bodies. Monographs in Education No. 6.
Georgia Univ., Athens. Bureau of Educational Services.
PUB DATE- 88
NOTE- 62p.
AVAILABLE FROM- Publications, Bureau of Educational Services, G-9 Aderhold Hall, University of Georgia, Athens, GA 30602 ($6.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bids; *Cost Effectiveness; Cost Indexes; Educational Finance; Elementary Secondary Education; National Surveys; *Purchasing; *School Buses
IDENTIFIERS- Georgia
The purpose of this study was to explore alternative methods for saving public funds in the purchasing of school bus bodies in the state of Georgia. Officials from each of the 50 states responded to a questionnaire that solicited descriptions of the methods used by state officials in purchasing school bus bodies. The discussion focuses on (1) the description of various state plans for purchasing school bus bodies; (2) the variation in prices paid in Georgia during the 1984-85 school year for school bus bodies; (3) a report of prices paid for school bus bodies from states that use a state purchasing plan; and (4) a comparison between prices paid in Georgia for school bus bodies and prices paid by states that use a state purchase plan. A summary of responses from the five suppliers of school bus bodies to the counties in Georgia during the 1984-85 school year is also included. Conclusions and recommendations are offered for the purpose of providing direction in purchasing school bus bodies. (SI)

ED 297 489 EC 210 269

Martin, David S.; Jonas, Bruce S.
Improving Thinking Skills in Deaf College Students.
PUB DATE- Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 15-17, 1987). Supported by a grant from the Field-Initiated Research Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; *Cognitive Restructuring; College Students; Computation; *Concept Formation; Generalization; *Hearing Impairments; Higher Education; Logic; Number Concepts; *Reading Comprehension; Teaching Methods
IDENTIFIERS- *Instrumental Enrichment; *Thinking Skills
The study examined the effectiveness of a program to improve the cognitive skills of 91 hearing impaired college students. Experimental students received systematic cognitive instruction focusing on specific generalizable skills during the experimental period, several times per week, in the contexts of their regular college classes. Instructors of the experimental group were given special training over a 2-year period in the methodology of the program, Instrumental Enrichment. Results indicated that cognitive instruction of this nature produced statistically significant improvement for experimental subjects in tests measuring logical reasoning, reading comprehension, math concepts, and math computation. A process analysis of interviews with individual experimental students and their instructors also indicated that students began to demand more verbal elaboration, to become more careful in checking for error in their work, and to ask for verification from each other on points made during classroom discussions. Recommendations are made for expanding systematic cognitive skill instruction in universities. Systematic training of college instructors was concluded to be a fundamental prerequisite for the implementation of such programs. (Author/DB)

ED 297 098 CE 050 575

Licensed Occupations of Oklahoma.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Oklahoma State Occupational Information Coordinating Committee.
PUB DATE- Jun 88
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Education; *Certification; *Employment Qualifications; Licensing Examinations (Professions); *Occupational Information; *Occupations; Standards; State Licensing Boards; Vocational Education
IDENTIFIERS- *Oklahoma

This reference handbook is designed to provide students, clients, counselors, and other interested persons with information about the occupations that require licensing and certification in the state of Oklahoma. Information is presented on 103 occupations. Each licensed and certified listing includes a brief job description, licensing requirements, information concerning examination, fees, education/training requirements, the name and address of the licensing agency, address and telephone number of licensing agency, the fourth edition "Dictionary of Occupational Titles" code numbers, and the "Standard Occupational Classification" code numbers. (YLB)

ED 297 170 CE 050 691

Workforce Reduction Committees. A Labor/Management Approach.
Department of Labor, Washington, D.C.; National Alliance of Business, Inc., Washington, D.C.; Vermont State Dept. of Employment and Training, Montpelier.
REPORT NO.- ISBN-0-88713-813-6
PUB DATE- 88
NOTE- 26p.
AVAILABLE FROM- National Alliance of Business Clearinghouse, 1015 15th Street, NW, Washington, DC 20005 ($5.00; 25 or more: $3.50 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Committees; *Dislocated Workers; Dismissal (Personnel); Employer Employee Relationship; Job Placement; Labor Relations; *Outplacement Services (Employment); Participative Decision Making; Personnel Policy; *Reduction in Force; Unemployment

This resource guide outlines the labor/management approach supported in the new legislation regarding worker dislocation and training. It provides companies and unions with the initial information necessary to establish a labor/management committee. Section 1 discusses the benefits to employees and employers of establishing a work force reduction committee in advance of worker layoffs. Section 2 focuses on the financial resources available to support the work of the committees and dislocated worker assistance services. They include federal/state funds, employer/union contractual funds, and funds for training and reemployment services that have been earmarked by many companies experiencing major reorganization. Section 3 presents a series of steps in a typical sequence for formation of a committee. It recommends the accomplishment of several steps during each meeting, so that the entire process can be completed in three or four short meetings. Section 4 outlines the essential elements of a committee and the specific duties (roles and responsibilities) of the chair and members. The final section addresses the first steps in developing a program plan and identifying services. A resource and contact list is appended. (YLB)

ED 297 243 CG 021 025

Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- House-R-100-605
PUB DATE- 5 May 87
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Delinquency Prevention; *Federal Aid; *Federal Legislation; Federal Programs; *Justice; *Juvenile Courts
IDENTIFIERS- Congress 100th; *Juvenile Justice; *Reauthorization Legislation

This document contains a report by the House of Representatives' Committee on Education and Labor concerning the bill H.R. 1801 to amend the Juvenile Justice and Delinquency Prevention Act of 1974 to authorize appropriations for fiscal years 1989 through 1992. Included in the report are an introduction, a discussion of committee action, an explanation of the background and need for the legislation, an explanation of the bill, a statement of committee approval, an oversight statement, an inflationary impact statement, oversight findings and recommendations of the Committee on Government Operations, an estimation of the cost of the legislation, and a section-by-section analysis of the bill. The text of the bill is included, with amendments in italic type. The committee's recommendation to continue the Juvenile Justice and Delinquency Prevention Act of 1974, authorizing appropriations for fiscal years 1989, 1990, 1991, and 1992 is included. (NB)

ED 297 258 CS 008 573

Gentner, Dedre; Toupin, Cecile
Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 50p.
CONTRACT- NIE-C-400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Cognitive Ability; *Cognitive Development; *Cognitive Mapping; Cognitive Structures; Cognitive Tests; Educational Research; Elementary Education; Performance; *Schemata (Cognition); Task Analysis
IDENTIFIERS- *Analogy; *Systematicity
This research investigates the development of analogy, in particular, the study of the development of systematicity in analogy. Systematicity refers to the mapping of systems of mutually constraining relations, such as causal chains or chains of implication. A preference for systematic mappings is a central aspect of analogical processing in adults (Gentner, 1980, 1983). This research asks two questions: (1) does systematicity make analogical mapping easier; and (2) if so, when developmentally do children become able to utilize systematicity. Children aged 5-7 and 8-10 acted out stories with toy characters. Then they were asked to act out the same stories with new characters. Two variables were manipulated: systematicity, or the degree of explicit causal structure in the original stories, and the transparency of the object-mappings. Transparency was manipulated by varying the similarity between the original characters and the corresponding new characters; it was included in order to vary the difficulty of the transfer task. If children can utilize systematicity, then their transfer accuracy should be greater for systematic stories. The results show (1) as expected, transparency strongly influenced transfer accuracy: for both age groups, transfer accuracy dropped sharply as the object correspondences became less transparent; (2) for the older group, there was also a strong effect of systematicity and an interaction between the two variables. Given a systematic story, nine-year-olds could transfer it accurately regardless of the transparency of the object correspondences. (Author)

ED 297 271 CS 009 222

Benson, Susan; And Others
Comment preparer des materiaux destines aux nouveaux lecteurs (How To Prepare Materials Intended for New Readers).
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-894-9
PUB DATE- 86
NOTE- 74p.
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Adult Reading Programs; *Developing Nations; *Literacy; Printing; Reading Materials; Student Developed Materials

A French version of a guide originally published in Spanish for use in Latin America, this book explains how to develop instructional material for teaching reading to "new readers" in developing nations. The guide was developed to aid the teaching of reading to adults who can already read but who are not yet accomplished readers. The materials described in the guide are designed to create an environment favorable to reading in the community, are interdisciplinary in nature, and touch all aspects of life in the community. The first two chapters of the guide provide general information on the needs of the new reader. The third and fourth chapters provide specific information for the beginning author, editor, and publisher. These chapters explain the technical aspects of transforming ideas into text and explain ways of determining the success of the resulting printed materials. (RS)

ED 297 342 CS 211 402

Neff, Bonita Dostal
Beyond Theory: Improving Public Relations Writing through Computer Technology.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 14-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; Instructional Innovation; *Public Relations; Teaching Methods; *Word Processing; Writing Processes
Computer technology (primarily word processing) enables the student of public relations writing to improve the writing process through increased flexibility in writing, enhanced creativity, increased support of management skills and team work. A new instructional model for computer use in public relations courses at Purdue University Calumet (Indiana) is designed around four objectives: (1) to make the computer disappear as a machine; (2) to view the computer as another tool; (3) to use the computer as a management tool to support, enhance, and improve writing; and (4) to enhance creativity in the classroom. Writing assignments given in class are completed in open computing laboratories staffed with professional consultants. Student evaluations have been very positive, and agencies and corporations report that students who have taken the course produce highly professional work and have been hired on the basis of their unique computer experience. The emphasis should be on using the computer as a tool rather than learning computer programming. (Thirteen references are attached.) (RS)

ED 297 416 EA 019 029

Hauss, Ron; Psencik, Kay
AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.
PUB DATE- Jul 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Administrator Responsibility; *Administrator Role; Decision Making; Educational Change; Elementary Secondary Education; Inservice Education; *Instructional Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Training; Management Development; Models; Performance Factors; *Principals; Program Effectiveness; Teacher Administrator Relationship; Workshops
If principals are responsible for implementing educational reforms, then criteria for effective leadership skills should be developed. This paper considers criteria for identifying effective principals and proposes a training and appraisal system. The paper discusses five domains that identify effective principals: (1) vision, (2) organization/collaboration, (3) people skills, (4) communication skills, and (5) hardiness. Vision implies that the principal sees the school realistically and in terms of improvement. Collaborative organization and leadership depend upon the "unit" of principal and teachers. People skills concern the ability to manage people--principals must be expert at working with diverse groups and individuals. Effective communication communicates not only information but also trust and understanding. Principals must also know whether oral or written communication is more effective in a given situation. The quality of "hardiness" involves a stress-resistant attitude; such leaders are open to change, feel involved, and sense control over events. The proposed Administrator Improvement Model (AIM) is instructionally designed to develop effective leadership skills. Training involves classroom activities, role-playing situations, and self- and peer evaluation/coaching. Workshops focus on the five identified effectiveness domains. The attitudes identified in the model encourage self, staff, and community to achieve goals through group problem solving. The model proposes that principals can transfer learned skills and attitudes related to effective leadership into making their jobs easier, more productive, and more rewarding. Three charts illustrating the model are appended. (CJH)

ED 297 476 EA 020 284

Forsythe, George B.; And Others
Identification and Representation of Leadership Problems.
PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Interpersonal Communication; Leadership; *Leadership Training; *Officer Personnel; *Performance Factors
The first step in a long-term research effort to investigate the relationship between knowledge and its use in the practice of leadership is described in this paper. Detailed interviews with a random sample of 37 senior West Point cadets to were conducted investigate the identification and causal representation of human performance problem situations. Leadership problems were categorized and then the relevant knowledge from psychology, sociology, and organizational behavior was developed into a content model, called a Model of Organizational Leadership (MOL). Two questions were addressed. First, what situations do cadets identify as a leadership problem? Second, what do cadets regard as the relevant causal features of the leadership problem situation, and how do they organize these to structure an explanation of the problem? The results are presented in answer to these two questions. All of the problems reported involved human performance; no technical problems requiring specific task competence were reported. There was a general lack of complexity in the causal structures used to represent each of these problems. Some speculations about the reasons for this are included, as well as suggestions to improve the situation. Appended are references and tables, charts, and graphs detailing the study. (LMS)

ED 297 142 CE 050 649

Washington STAR Events Manual. Revised.
Future Homemakers of America, Olympia, WA. Washington Association.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
PUB DATE- Nov 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Services; *Competition; *Cooperation; Day Care; Employment Interviews; Evaluation Criteria; Family Life Education; Group Activities; *Home Economics; *Statewide Planning; *Student Organizations; *Student Participation; Teamwork
IDENTIFIERS- Future Homemakers of America; Home Economics Related Occupations; Students Taking Action for Recognition; *Washington
This manual specifies the criteria for all STAR (Students Taking Action for Recognition) events available to Future Homemakers of America or Home Economics Related Occupations (HERO) chapters and chapter members in Washington State. The first section covers the following topics: general guidelines and requirements, adviser information, tips, participant instructions, and recognition. The following Washington STAR events are covered in the second section: the STAR chapter event (local chapters compete for recognition by developing a balanced yearly program of work); the STAR project event (local chapters develop an in-depth project making a significant impact on family, school, or community); the family communications event; the KIDS, Inc., event (individuals or teams develop a plan for a child care business); the little friends event (students develop a community service project meeting the needs of children and family); the illustrated talk event (individuals research an issue related to home economics and make a presentation); and the job interview event (students complete the steps in applying for a job in a simulated office environment). Section III outlines STAR events evaluation procedures (chapter procedures and regional and state evaluation sessions). (MN)

ED 297 156 CE 050 673

Hollenbeck, Kevin
The Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Macro Systems, Inc., Silver Spring, Md.
PUB DATE- Aug 86
NOTE- 75p.; For related documents, see ED 268 331 and CE 050 671-672.
CONTRACT- 99-4-576-77-091-01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Disabilities; *Disadvantaged; *Dislocated Workers; Economically Disadvantaged; Eligibility; Employer Attitudes; *Employment Patterns; *Employment Practices; *Federal Legislation; Personnel Selection; Program Improvement; Salary Wage Differentials; *Tax Credits; Veterans; Welfare Recipients
IDENTIFIERS- *Targeted Jobs Tax Credit
A study examined the effects of the Targeted Jobs Tax Credit (TJTC) on employment patterns among those eligible for and those ineligible for TJTC. The rate at which TJTC-eligible persons penetrated the labor market and the resultant displacement of persons not eligible were examined in terms of TJTC-related variables, personal characteristics, and state employment characteristics. It was discovered that although TJTC eligibility helped eligible youth find employment during the TJTC's initial years, this advantage has since vanished. The TJTC vouchering of disadvantaged youth did not appear to result in any labor market displacement of nondisadvantaged youth. In fact, the TJTC appeared to have the effect of creating jobs. The overall job creation effects of TJTC range from 200,000 to 300,000 additional jobs. However, most of the additional employment accrued to those not eligible. The vouchering employment creation effect among noneligible persons occurred for females, whereas the employment enhancement that occurs for eligible persons due to certification was stronger for males. (MN)

ED 297 184 CE 050 712

Barnard, Charles H.; Hexem, Roger
Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 88
NOTE- 27p.
AVAILABLE FROM- National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Agriculture; Citations (References); Cost Indexes; *Income; *Information Sources; *Land Use; *Research Methodology; Statistics

This volume describes how the statistical series on agricultural land values and on acreages of cropland and other land in the United States are constructed and used. It identifies sources of current and historical data and information used in constructing the series. The first section examines agricultural land values and rents, including farmland values, agricultural rents, transactions, U.S. Department of Agriculture Farmland Value Surveys, and the June Enumerative Survey. The second section covers land use--definitions, sources of data, and major uses of land. A list of 41 references is included in the report. (KC)

ED 297 230 CG 021 004

Phlegar, Janet M.; Rose, Raymond M.
At-Risk Students: Approaches to Identification and Intervention.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.; Rhode Island State Dept. of Education, Providence.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Apr 88
NOTE- 22p.
CONTRACT- 400-86-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Dropout Prevention; Educational Diagnosis; Elementary Secondary Education; *High Risk Students; Identification; Intervention; *Potential Dropouts; Program Implementation; *School Activities; School Community Relationship; School Districts
This document was prepared to aid Rhode Island schools in dealing with youth at risk of school failure. It defines at-risk students as young people who in danger of not completing school and notes that in Rhode Island over 25% of students who enter school fail to graduate from high school. It stresses the need for schools and communities to focus on the early identification and treatment of at-risk youth. Section I of the guide describes the role of the guide, which is to focus on ways schools can reduce the number of students who are at risk through timely interventions at an early grade, prevention programs that reduce the number of potentially at-risk students, and mobilization of community agencies in cooperation with the school district. Section II identifies characteristics of the at-risk student under the headings of academic, school/social, home/social, and personal/social characteristics. Section III presents considerations for action, suggesting that schools examine school characteristics, review current practices, and learn about successful approaches in the area. Section IV addresses the question of what can be done to help at-risk youth at the elementary, middle school, and high school levels; and reviews specific academic, advocacy, and structural or support strategies that can provide a starting point for a school-designed approach to helping at-risk youth. Section V concentrates on local action, including how to devise and implement a local district or school plan. (NB)

ED 297 329 CS 211 388

Youm, Kyu Ho; Salwen, Michael B.
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
PUB DATE- Jul 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Censorship; Current Events; Foreign Countries; *Freedom of Speech; *Journalism History; *Mass Media Role; *News Media
IDENTIFIERS- *Media Government Relationship; *South Korea
In light of the political and economic transition currently facing the Republic of Korea (ROK), this paper investigates the history of press freedom in that country, in connection with economic growth and political history. The paper examines: (1) the development of newspapers in South Korea; (2) the role of the press in the early years of the republic; (3) the legacy and impact of President Park Chung Hee on the ROK's economic and social development; (4) the continuation of the dictatorship after Park by President Chun Doo Hwan; and (5) the new liberalization under President Roh Tae Woo. The paper concludes that the Korean press (functioning in a traditionally authoritarian society), in spite of years of press censorship and government control interspersed with brief periods of occasional liberalization, is not reluctant to be open and critical, and is willing to tackle taboo subjects. Eighty-three references conclude the paper. (SR)

ED 297 359 CS 211 431

Basic Skills--Language Arts/Writing: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
Michigan State Board of Education, Lansing.
PUB DATE- May 87
NOTE- 39p.; Reprinted with permission from the National Diffusion Network (NDN)'s "Educational Programs That Work," 12th Edition; see ED 266 134. For related document, see CS 009 255.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Demonstration Programs; Diagnostic Teaching; Elementary Secondary Education; Individualized Instruction; *Language Arts; *Program Descriptions; Reading Instruction; Skill Development; *Writing Instruction; Writing Skills
IDENTIFIERS- National Diffusion Network Programs

This booklet presents descriptions of 31 successful basic skills language arts/writing programs for prekindergarten through grade 12, collected from school districts nationwide by the National Diffusion Network. Information provided for each program includes: (1) program name and brief description; (2) audience focus (noting grade and ability levels); (3) a detailed abstract of the program; (4) requirements for implementation; (5) costs of materials; (6) services provided by the program; and (7) names and addresses of program directors. The 57 categories include programs in diagnostic teaching, individualized learning, reading, and writing skills. Programs include: Criterion Reading Instruction Project (CRIP); New Jersey Writing Project; Teaching Activities for Language Knowledge (TALK); and Electric Company. The booklet provides an alphabetical table of contents, in addition to category and grade level indices for the programs. (MM)

ED 297 373 CS 211 448

Collerson, John, Ed.
Writing for Life.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-81-6
PUB DATE- Jul 88
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Student Writing Models; Teacher Role; *Writing Across the Curriculum; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Australia; Childrens Writing; *Writing Contexts

A publication of the Primary English Teaching Association of Australia, this book argues that children should be taught how to write in the various genres or kinds of writing that are needed for different purposes. The contributors draw on their own experiences to show how teachers can develop their teaching of writing to realize the full potential of the process approach and at the same time draw upon insights associated with a genre approach. Chapters and their authors consist of the following: (1) "Building on the Process" (John Collerson); (2) "What Are These Genres, Anyway?" (John Collerson); (3) "Read Me Your Story..." (Jennifer Hammond); (4) "Let Me Demonstrate" (Helen Woodward); (5) "Writing in a Family Group Class" (Lee Pledger); (6) "Writing Reports in Year 4" (Elizabeth O'Connell); (7) "The Narrative Genre in Years 3 and 4" (Ross Weightman); (8) "Working with Factual Writing in Year 5" (Dallas Tonkin); (9) "Providing a Balance" (Lorraine Rowles with Jennifer Hammond); (10) "Writing across the Secondary School" (Bill Crowley); and (11) "Writing for Life" (John Collerson). Appended are a guide to factul materials for primary schools, suggested reading selections, and a list of 19 references. (MS)

ED 297 401 CS 506 300

Mentzleff, Sue L.
Honors Students and a Basic Speech-Communication Course: Techniques for Meeting Their Needs.
PUB DATE- Feb 88
NOTE- 25p.; Paper presented at the Midwest Basic Course Directors Conference (Dayton, OH, February 4-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Cognitive Style; College Instruction; College Students; Communication Research; Educational Practices; Higher Education; *Honors Curriculum; Learning Strategies; *Speech Communication; Speech Curriculum; Student Needs
IDENTIFIERS- Speech Communication Education
A study of the preferences of 49 college honors students enrolled in a basic speech-communication course demonstrated that current teaching practices in honors courses do not match the students' optimal learning styles. The students answered questions about their expectations and experiences in an honors speech-communication course and 25 of them completed the Grasha-Reichmann Questionnaire which assesses learning styles. Results indicated that students were interested in improving skills, not just learning theory. While the results also indicated that the students preferred collaborative and participant styles, most teachers use independent or dependent methods. Teaching approaches can be adapted to promote collaboration and participation by using activities such as conflict group role-playing, dyadic encounters, problem-solving groups, group critique of a demonstration speech, and team debate. (Four tables of data are included, and an appendix of learning style definitions is attached.) (MHC)

ED 297 430 EA 020 143

New Upper Secondary School Education in Japan. NIER Occasional Paper 02/86.
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Jun 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; Curriculum Development; *Educational History; Elementary Secondary Education; *Foreign Countries; Government School Relationship; *Public Education; *School Organization; *Secondary Education
IDENTIFIERS- *Japan

The present upper secondary school system in Japan accommodates 94 percent of the corresponding age group population. This discussion of the new upper secondary schools of Japan begins with a brief survey of the history of the Japanese public education system from its inauguration in 1872 up to 1945. The next section describes the inauguration and development of the new postwar system of comprehensive upper secondary schools, citing changes in the curriculum after 1973 and the diversification of the school curriculum starting in 1982. The paper concludes with a description of two characteristic upper secondary schools: Ina Gakuen Prefectural Upper Secondary School in Saitama Prefecture and Tamano Kanon Prefectural Upper Secondary School in Okayama Prefecture. (TE)

ED 297 114 CE 050 607

Hill, Raymond; And Others
Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
University of South Florida, Tampa. Dept. of Adult and Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO.- DVACE/10/86/375; IE-414-BK-86
PUB DATE- Oct 86
NOTE- 120p.; For a related guide, see CE 050 608.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Admission Criteria; Community Colleges; *Curriculum Development; Educational Facilities; *Electronics; Electronics Industry; Electronic Technicians; Evaluation Criteria; Facility Guidelines; Legal Responsibility; *Program Administration; Program Content; *Program Development; *Program Implementation; Resource Materials; Secondary Education; Student Evaluation; Student Organizations; Teacher Qualifications; *Technical Education; Two Year Colleges
IDENTIFIERS- *Florida
This guide is intended for local school district and community college administrators, instructors, and other advisory and coordinating groups charged with developing and offering courses in electronics, industrial electronics, and electronic technology. The following topics are covered: legal authority (program standards, planning, structure, development, review and evaluation, and advisory committees); program content (occupational descriptions, program standards, instructional approach, sample course outlines/lesson plans, and student organization participation); student admissions and teacher standards (admission criteria and teacher certification and qualifications); facilities (design criteria, suggested equipment and supplies, safety); and instructor resources (print and audiovisual materials, professional organizations and supportive services). Appendixes include facilities diagrams, organizational charts for Vocational Industrial Clubs of America, and curriculum frameworks and student performance standards for electronics and electronic technology. (MN)

ED 297 129 CE 050 626

Broadbent, William
Occupational Training Provided by the Military--A Viable Option.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Air Conditioning; *Allied Health Occupations Education; Criminology; Electricians; Electronic Technicians; Heating; *Job Training; *Military Service; *Military Training; Occupational Therapy Assistants; Physical Therapy Aides; Physicians Assistants; Postsecondary Education; Programers; Small Engine Mechanics; Systems Analysts; Television Radio Repairers; Trade and Industrial Education; *Vocational Education

This booklet briefly describes the military option in the area of technical training that has ramifications for subsequent employment in the civilian sector. It is written primarily for teachers, counselors, and students involved in either teaching or taking industrial and technical subjects that have occupational implications. Information is provided on reasons for considering the military training option, other sources of information about military skills training, and guidance and counseling. Specific information is presented on the Armed Services Vocational Aptitude Battery, the alternative training programs/pre-entry, and occupational training through the military system of instruction. The booklet then briefly describes selected training programs provided by the military. These training programs have applications in the civilian sector. For each occupational title (training program), this information is provided: branch of the services offering training, civilian opportunities available after separation, and immediate military opportunities. Representative titles are radio equipment repairers, power plant electricians, electrical products repairers, marine engine mechanics, heating and cooling mechanics, occupational therapy specialists, physical therapy specialists, computer programmers, corrections specialists, and court reporters. (YLB)

ED 297 200 CG 020 973

Barresi, Charles M.; Smerglia, Virginia L.
Older Male Primary Caregivers and the Homemaker Role.
PUB DATE- Mar 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Caregivers; *Homemakers; Homemaking Skills; *Males; *Older Adults; *Role Perception; Spouses
The number of male primary caregivers has increased as social change has reduced the availability of female family members to fulfill the caregiving role. This study examined the perceived and actual role of caregiver by older men, especially in homemaker activities, and how this aspect of the caregiving role is impacted by age. Subjects (N=74) were male caregivers over the age of 60 who were gathered from an area volunteer service, local churches, and social service agencies. Data were obtained through a self-administered questionnaire which included objective and subjective measures of the caregiving role. Results indicated that although older men may have used formal services in accomplishing household tasks, they did not perceive chores to be problematic. There was some influence of socioeconomic status on adjustment to the caring role, although adjustment was not affected by the man's wife having been either a full-time homemaker or full-time worker outside the home. The study also found that older male caregivers needed respite as do all primary caregivers, but they did not perceive the homemaking and personal care tasks of caregiving as particularly problematic in comparison with other dimensions of the role. (Author/ABL)

ED 297 215 CG 020 989

Ressoner, Robert W.; Gilberts, Ragnar
Building Self-Esteem: Implementation Project Summary.
PUB DATE- Feb 88
NOTE- 6p.; Paper presented at the Annual Meeting of the California State Conference on Self-Esteem (6th, San Jose, CA, February 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Classroom Environment; Elementary Secondary Education; Prosocial Behavior; *Self Esteem; *Student Improvement; *Teacher Attitudes
A 3-year control study was conducted to determine whether the use of self-esteem program materials could have a significant impact on staff or student self-esteem and functioning within the school setting. The study used three experimental schools and three control schools. Teachers in the three experimental schools were provided orientation, training, and supervision in the use of materials from the Building Self-Esteem Program. Annual evaluations were conducted in February using measures of general and academic self-esteem together with measures of the learning environment. The results showed that significant improvements could be achieved in the general climate of the school, in the manner in which adults related to children, in the behaviors displayed by the students, in the quality of the interpersonal relationships among the staff, and in the level of student self-esteem. There was general agreement in all three experimental schools that there were more cooperation; less anti-social behavior; fewer students being referred for disciplinary action; less absenteeism; more students involved in school activities; more positive leadership; and more highly motivated students in the classroom. Teacher self-esteem proved to be a very important factor in the effort to build student self-esteem. Teachers in the experimental schools reported feeling more competent as teachers and gained more satisfaction through their teaching. (Author/NB)

ED 297 272 CS 009 223

Freeman, Ruth H.
Recall of Central Facts from Text.
PUB DATE- Dec 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Intermediate Grades; Memorization; *Reading Comprehension; Reading Skills; *Recall (Psychology); *Retention (Psychology); *Text Structure
IDENTIFIERS- *Elaboration Theory; Text Factors
A study investigated the relation of text structure to information retained by readers. The premise investigated was that memory for the central facts of a passage will be enhanced by the presence of related information as theorized in the encoding elaboration model (developed by Anderson and Reder in 1979). This model states that comprehension and memorability are dependent on the process of elaboration that takes place during reading. Subjects, 64 sixth grade students from three classes at one elementary school, participated in two experimental sessions and were instructed to read to remember (the selection was about Abraham Lincoln), and be able to write the information contained in the passage. The reading-study session lasted for 20 minutes. Then the passage was collected and the subjects were instructed to write everything they could remember. The recall session lasted 15 minutes. Three days later, in an unannounced session, the subjects were asked to recall everything they had learned from the passage and write everything they could remember. The subjects were given 20 minutes to write. The immediate and delayed recalls were scored for the presence or absence of the 18 central facts. The results fulfilled the expectations of the model and indicated a strong support for the hypothesis that memory for the central facts of a passage is enhanced by the presence of related information. Examination of the immediate and delayed mean recall levels showed a reduced attrition rate for central facts supported by details compared to unsupported central facts. (Two tables of data and 13 references are attached.) (RAE)

ED 297 287 CS 009 239

Ketcham, Clay A., Ed.
Proceedings of the College Reading Association, Volume 5, Fall 1964.
College Reading Association.
PUB DATE- 64
NOTE- 78p.; For other documents in this series, see CS 009 235-245.
Small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cloze Procedure; College Programs; Content Area Reading; *Critical Reading; Higher Education; Libraries; Linguistics; Motivation; Personality Measures; Reading Centers; *Reading Instruction; *Reading Programs; Reading Research; *Reading Skills; Reading Teachers; *Reading Tests; *Teacher Education
IDENTIFIERS- *College Reading Association

The proceedings of the seventh annual meeting of the College Reading Association consisted of the following papers: (1) "President's Report" (Martha J. Maxwell); (2) "The Library Is Your Reading Test" (Nancy Larrick); (3) "The Lehigh--Bethlehem ITA Study Interim Report Four" (Albert J. Mazurkiewicz); (4) "The First R: Implications for Teacher Education" (Mary C. Austin); (5) "The Gift of Sylvia Ashton Warner" (Jeannette Veatch); (6) "Evaluation of Reading Tests" (Albert J. Harris); (7) "Developing Reading Skills in English and Social Studies" (Robert Karlin); (8) "Criteria for Selection of Work Books for College Reading" (Shirley U. Wedeen); (9) "An Experiment Combining Cloze Procedure with Speed of Comprehension Instruction" (Rita Sawyer and Leonard S. Braam); (10) "Some Factors Essential in the Development and Evaluation of a College Reading Program" (Uberto Price); (11) "Inconsistencies in Teacher Preparation" (Ted Lane); (12) "Linguistics and Reading" (Robert J. Allen); (13) "Improving Critical Reading" (William Eller); (14) "Developing the Reading Skills of Mathematics and Science" (David L. Shepherd); (15) "The Use of Personality Tests in the Reading Program" (Leonard J. Buchner); (16) "The Dynamic Field of Vision as Applied to Learning" (Harold Wiener); (17) "New Directions for College Reading Centers" (George Murphy); (18) "Motivation: Key Steps in Developing Lifetime Readers" (Paul Berg); and (19) "Progress Report: The Chandler Language-Experience Readers" (Lawrence Carrillo). (MS)

ED 297 300 CS 009 254

Douglass, Malcolm P., Ed.
Writing and Reading in a Culturally Diverse Society: Proceedings of the Claremont Reading Conference (53rd, Claremont, California, March 20-21, 1987). 51st Yearbook.
Claremont Graduate School, Calif.
REPORT NO.- ISBN-0-941742-05-9
PUB DATE- 87
NOTE- 234p.; Title represents the special conference theme for 1987. The continuing theme is listed as "Reading, the Process of Creating Meaning for Sensed Stimuli."
AVAILABLE FROM- Claremont Reading Conference Yearbook, Harper 200, Claremont Graduate School, 150 East 10th Street, Claremont, CA 91711-6160 ($20.00 plus $1.00 handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; *Cultural Context; Elementary Secondary Education; Higher Education; *Literacy Education; *Multicultural Education; Reading Attitudes; *Reading Instruction; Reading Research
IDENTIFIERS- Claremont Reading Conference; *Reading Behavior

Held in 1987, and emphasizing the naturalness of reading behavior as well as cultural diversity, the proceedings of the 53rd Claremont Reading Conference consist of the following articles and their authors: (1) "Encouraging Free Reading" (S. D. Krashen); (2) "A Conceptual Framework for Integrated Literacy Teaching" (S. B. Kucer); (3) "Understanding the Motive To Achieve among Mexican Americans" (R. Buriel); (4) "Hidden Resources in the Reading and Writing of Bilingual Children" (P. Ammon and M. S. Ammon); (5) "Reading, Writing, and Retention of Underrepresented Students: A University Responsibility" (D. A. Escobar); (6) "Cultural and Linguistic Considerations in Developing the Composition Skills of Chicano Children" (J. M. Flores); (7) "Is This Just Another Swing of the Pendulum? That Depends..." (J. Kierstead); (8) "Preschool Language Interaction in China, Japan, and Taiwan" (D. Davidson and others); (9) "Immigrants and Elementary Education in the Boston Public Schools, 1820-1920" (R. L. Osgood); (10) Recognition of Merit Award to John Reynolds Gardiner (J. Blumenstein); (11) "Literature and Literacy" (C. S. Huck); (12) "'One of Us, One of Us, We Will Make You One of Us'" (A. S. Prentice); (13) "When I Was Little I Used To Play to Lot" (G. H. Reynolds); (14) "Children as Readers and Writers in the Classroom: An Impossible Dream?" (C. C. DuCharme); (15) "Return to Reason; Individualized Reading" (J. Veatch); (16) "'Having a Go' for Literacy in a London Classroom: A Personal Experience" (G. C. Collins); (17) "Where Do the Words Come From?" (E. Jones); (18) "The Third Person" (R. Muffoletto); and (19) "Tubes 'R' Us" (E. Moreno). (SR)

ED 297 316 CS 210 098

Langer, Judith A.
Writing to Study and Learn.
Stanford Univ., Calif. School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 58p.
GRANT- NIE-G-82-0027
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; High Schools; Information Processing; Learning Activities; *Learning Processes; *Reading Comprehension; Reading Research; Reading Writing Relationship; *Recall (Psychology); *Study Skills; Writing Research
IDENTIFIERS- *Writing to Study
Two studies examined the effects of writing on subject learning. For the first study, 322 ninth and eleventh grade students read passages from high school social studies and science texts and engaged in six writing-to-study conditions. Students who wrote essays scored lower on immediate topic knowledge posttests, while the students who used study methods other than essay writing had the greatest gains on the immediate posttest, but also the greatest falling off at the 4-week posttest. The second study focused on the relationship between what writers do during different writing tasks and recall. Ninth and eleventh graders (N=110) read two passages from the first study and engaged in four writing-to-study tasks. Findings indicated that the writing conditions led to greater recall of content than the non-writing condition, and that the more the content was manipulated during writing, the better it was recalled. Together, both studies indicate that tasks such as question answering and notetaking involve a superficial manipulation of content and lead to extensive but short-lived learning, while the analytic writing tasks involve a greater depth of processing and lead to longer term learning of a smaller band of information. (Author/SRT)

ED 297 446 EA 020 180

MacPherson, R. J. S.
Towards Research-Driven and Research-Based Postgraduate Curricula for Educational Administrators.
PUB DATE- Sep 87
NOTE- 22p.; Paper presented at the Annual Meeting of the British Management and Administration Society (Southampton, England, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; *Administrator Education; *Educational Administration; *Educational Philosophy; Foreign Countries; Higher Education; *Marxian Analysis
The field of educational administration has a major credibility problem in academe because it is seen to lack a convincing theoretical base. In the practical world of politics, management, and teaching, it appears that educational values are easily rendered marginal in policy making and that team and institutional leaders lack a sophisticated understanding of educative leadership. This paper presumes that the field has to rebuild its theory around the trustworthy wisdom of exemplary practitioners and the ideas of educationally critical theorists. The focus is on how postgraduate learning might contribute to this reconstruction. The advantages and disadvantages of creating research-driven and research-based postgraduate curricula are discussed. References are included. (Author/TE)

ED 297 461 EA 020 221

Summary of National Reform Recommendations. Program Report Prepared for the Chicago School Reform Design Project.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 31 Dec 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Curriculum Development; *Educational Change; *Educational Improvement; Elementary Secondary Education; Equal Education; Instructional Improvement; Principals; *Research Reports; School Business Relationship; *School Effectiveness; School Organization; School Support; Teacher Effectiveness
IDENTIFIERS- *Chicago Public Schools IL; Northwest Regional Educational Laboratory

The Northwest Regional Educational Laboratory (NWREL) recently provided school improvement assistance to the Chicago Public Schools. As part of its work, the NWREL reviewed 39 national reform reports in order to summarize the research findings on effective principals and teachers, curriculum, equity, partnerships and responsibilities, parent involvement, funding, school organization and structure, instruction, and support services. This report is a result of that effort. Each recommendation under each of the sections is followed by a number, referring to a numbered bibliography of the national reform reports from which the recommendations are derived. (TE)

ED 297 490 EC 210 341

Haller, Otto; And Others
Leisure and Recreation Behavior Evaluation.
Vocational and Rehabilitation Research Inst., Calgary (Alberta).
PUB DATE- Sep 87
NOTE- 8p.; For related information, see EC 210 342.
AVAILABLE FROM- Vocational and Rehabilitation Research Institute Resource Centre, 3304 33rd St., N.W., Calgary, Alberta, Canada T2L 2A6 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Behavior Rating Scales; Communication Skills; Daily Living Skills; *Evaluation Methods; Knowledge Level; *Leisure Education; *Mental Retardation; *Recreation
IDENTIFIERS- *Personal Independence
The Leisure and Recreation Behavior Evaluation (LRBE) measure is intended for use by direct care staff of mentally handicapped adults. The LRBE evaluates an individual's level of independence for a leisure or recreation behavior on a 4-point rating scale for 30 aspects divided into six major categories: (1) the activity, (2) preparation and planning, (3) awareness of community structure, (4) communication skills, (5) social interaction, and (6) coping--management of feelings. The four points of the rating scale range from 1 indicating complete dependence upon others with no apparent recognition of the meaning of the activity to 4 indicating complete independence as expected of an adult. The evaluation is intended to allow care staff to monitor client progress in an activity and identify areas requiring further education and support. Instructions and sample evaluation forms are included. (DB)

ED 297 099 CE 050 577

Johnson, Calvin
Adult Learners: Needs, Problems, Disabilities, Development and Solutions. Bibliographical Review 1978-1987.
Arkansas Univ., Little Rock.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Education; *Adult Learning; Adult Literacy; Adult Programs; *Adult Students; Annotated Bibliographies; Educational Policy; *Educational Research; High School Equivalency Programs; *Learning Disabilities; Postsecondary Education; Research Utilization
This report provides an abstracted review of 75 available sources on the subject of adult learning problems, disabilities, development, and solutions in adult education. Documents from many levels of education are included; most of the works cited are unpublished reports, papers, and dissertations. Entries are arranged in chronological order beginning with the most recent work and extending back to 1978. (The exception to this order is the separate listing of unsigned works that is the final section of this review.) Each entry includes an ERIC (Educational Resources Information Center) Document Reproduction Service number. (KC)

ED 297 343 CS 211 403

Rankin, D. S.
Accessing the Paragraph: A Strategy for Teaching Children To Read and To Write.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coherence; Cohesion (Written Composition; Elementary Education; *Paragraphs; Reading Instruction; *Reading Writing Relationship; Student Writing Models; *Teaching Methods; Writing Instruction
IDENTIFIERS- *Topic Sentences

A hands-on strategy for children to use in determining how sentences and paragraphs work is based on the easily understood notion of topic placement in sentences, with reference to the less easily definable terms of coherence and cohesion. Children can learn that the topic is expected at the beginning of the sentence (followed by a comment) and can apply this rule as a strategy for determining meaning in individual sentences. A 1985 study that compared sample paragraphs from four different groups of writers revealed certain similarities, such as the average word length of the paragraphs; the total number of sentences in the paragraphs; the proportion of cohesive ties to the total number of words; and within this proportion of ties, the abundance of lexical ties to the total number of words and the absence of conjunctive ties. These trends may suggest that basic relationships between sentences are acquired early in life. (RS)

ED 297 387 CS 506 282

McDonald, Daniel G.; Glynn, Carroll J.
Rural Communication and Collective Coorientation: The Case of Acid Rain.
PUB DATE- Jul 88
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Portland, OR, July 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Community Attitudes; Interpersonal Communication; Models; *Public Opinion; *Rural Areas; *Social Cognition
IDENTIFIERS- Acid Rain; Canada; *Collectivities; *Coorientational Model; United States
Although originally developed in terms of interpersonal systems, the coorientational strategy model can be modified and used for research on the communication of collectivities. The proposed changes to the coorientational framework would permit examination of constructs of greater verisimilitude to theoretical reasoning of the behavior and cognition of members of groups and collectivities, as well as enable more flexible analyses of constructs associated with groups larger than the dyad. To test these proposed changes, subjects, 1,233 residents of a predominantly rural area of the northeastern United States and a comparable area in Ontario, Canada, were interviewed on their perceptions and knowledge of the topical concern of acid rain. Results suggest that while the coorientational framework has been readily adapted by researchers investigating groups and collectivities, the interpersonal nature of the model's origin has not been modified to take account of the nature of the relationship of the individual to the collective. The applicability of the model to current public opinion research is also readily apparent. Results also suggest that the perceptual accuracy may not lie solely within the realm of the perceiver, but, as common sense would dictate, the communicator has a fairly large role in affecting accuracy. (One figure and six tables of data are included, and an appendix of variables of theoretical interest in the collective coorientation model and 43 references are attached.) (MS)

ED 297 185 CE 050 713

Ahearn, Mary; And Others
Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Agricultural Production; *Agriculture; Economics; *Farmers; *Farm Management; Government Role; *Income; *Public Policy
IDENTIFIERS- *Counties
The financial well-being of farmers varies with the local economy's dependence on farming. Farming-dependent counties (where farming contributes at least 20 percent of the county's total earnings in 1980-84), offer limited nonfarm employment opportunities. These operators earn high farm incomes but face large debts. Declining land values have lowered their equity positions. Government payments provide a larger share of their incomes than for farms in other areas because these farmers specialize in producing crops included in farm commodity programs. Farms in counties not so dependent on agriculture are smaller, produce a greater quantity and variety of crops, rely less on farming for income, and have better equity positions. Average farmland values in these counties are higher because farming competes with other business, residential, and recreational land uses. A change in government agricultural policy, especially in the direction of overall reduction in payments or direct payments to low-income farmers, would have a great negative impact on farm-dependent counties. (KC)

ED 297 244 CG 021 026

Youth Suicide Prevention in Vermont. The Lieutenant Governor's Task Force.
Vermont State Dept. of Education, Montpelier.
PUB DATE- May 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Children; *Crisis Intervention; Elementary Secondary Education; *Prevention; *School Role; *State Programs; *Suicide
IDENTIFIERS- *Vermont

This report was written as part of an attempt by the state of Vermont to significantly decrease the number of adolescents involved in self-destructive and suicidal behaviors. It focuses on schools as a starting point to preventing youth suicide in Vermont. The introduction outlines the extent of the problem of adolescent suicide. The remainder of the report is divided into three sections focusing on primary prevention, secondary prevention or intervention, and tertiary prevention or treatment. The section on primary prevention offers recommendations in the areas of parenting education, school climate, curriculum, stress and depression management, physical fitness management, nutrition management, safety, developing a written protocol, the Vermont Suicide Prevention Resource Center, and peer support. The section on secondary prevention concentrates on faculty and staff education and helping parents prevent youth suicide. The tertiary prevention section presents recommended protocols for use in dealing with a potential suicide, following a suicide attempt, and following a completed suicide. A bibliography is included. A sample brochure to send home with report cards, a list of areas of concern and recommendations, a description of the Vermont Prevention Training Team, and a list of professional resources are appended. (NB)

ED 297 431 EA 020 144

Educational Facilities in Japan. NIER Occasional Paper 01/87.
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Jul 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; *Educational Facilities Planning; Educational Policy; Educational Trends; Elementary Secondary Education; *Facility Guidelines; Facility Utilization Research; Financial Support; *Foreign Countries; *Public Education; School Demography
IDENTIFIERS- *Japan

Compulsory education in Japan totals 9 years, from age 6 to 15, and 97 percent of those elementary and lower secondary schools are public, established and maintained by the municipalities. This report describes the present situation and the future trends of educational facilities in public compulsory education schools, together with an explanation of the subsidies system and regulated facility provision. The first section describes the subsidy system, including government subsidies for school buildings and for school lands appropriation. The second section describes standards for educational facilities including school buildings, gymnasiums, and school lands. The third section describes the current condition of school facilities, in relation to trends in the school population, changes in the stock of buildings and gymnasiums for public elementary and lower secondary schools since 1955, and the current conditions of school facilities. The final section discusses the budget for subsidies and the future trend of policies for school facilities. (TE)

ED 297 491 EC 210 342

Haller, Otto; And Others
Leisure and Recreation Behavior Checklist.
Vocational and Rehabilitation Research Inst., Calgary (Alberta).
PUB DATE- Sep 87
NOTE- 10p.; For related information see EC 210 341.
AVAILABLE FROM- Vocational and Rehabilitation Research Institute Resource Centre, 3304 33rd St., N.W., Calgary, Alberta, Canada T2L 2A6 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Athletics; *Check Lists; Handicrafts; Hobbies; *Leisure Education; *Mental Retardation; *Recreation
The Leisure and Recreation Behavior Checklist (LRBC) is an open-ended checklist for recording behaviors of mentally handicapped adults. Its function is to profile individuals' leisure or recreation activities for program, administration, and research purposes. Intended for use by care-givers, the measure stresses recording of observed behaviors and not interpretations of behavior. Distinctions are drawn among leisure, leisure-education, and recreation behavior. The checklist is arranged in categories of behaviors such as Participant Activities, Crafts and Hobbies, etc. These are further subdivided into types of activities with each type consisting of specific activities (such as bowling and curling under Precision Sports). Client preferences may also be recorded. Instructions and a sample checklist are included. (DB)

ED 297 505 EC 210 356

Borden, Peter A., Ed.; Vanderheiden, Gregg C., Ed.
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-945459-00-9
PUB DATE- 88
NOTE- 385p.; A product of the Research and Development Center on Communications, Control, and Computer Access for Handicapped Individuals. For ResourceBooks 1-3, see ED 283 305-307.
GRANT- G008300045
AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($18.50).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); Braille; *Communication (Thought Transfer); Communication Aids (for Disabled); Computer Assisted Instruction; Computer Managed Instruction; Computer Printers; *Computer Software; *Disabilities; *Electronic Control; Input Output Devices; Keyboarding (Data Entry); Microcomputers; *Older Adults; Rehabilitation; Resources; Speech Synthesizers; Telecommunications
IDENTIFIERS- *Augmentative Communication Systems

This update to the three-volume first edition of the "Rehab/Education ResourceBook Series" describes special software and products pertaining to communication, control, and computer access, designed specifically for the needs of disabled and elderly people. The 22 chapters cover: speech aids; pointing and typing aids; training and communication initiation aids; non-electronic communication aids; electronic communication and writing aids; telecommunication devices for the deaf; switches and controls; environmental controls; call, monitoring, and memory systems; modifications for standard keyboards; alternate inputs usable with all software; input devices usable with only some software; input adapters for computers; alternate display systems usable with all software; Braille printers and tactile display components; speech synthesizers; administration and management software; assessment software; education, training, and therapy software; recreation software; and personal tools or aids. Each entry lists the product and vendor's name, computers for which the product is available, a photograph (if available), and a short description. Appendix A lists other resources, such as computer assessment and training programs, newsletters, publications, service centers, etc., and Appendix B contains a glossary. (JDD)

ED 297 518 EC 210 369

Hardt, Janet

How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.

PUB DATE- 26 Apr 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aggression; Behavior Change; *Behavior Problems; Classroom Techniques; Educational Therapy; Elementary Secondary Education; *Emotional Disturbances; Etiology; *Interaction; Interpersonal Relationship; *Peer Relationship; *Psychoeducational Methods; Psychological Patterns; Self Esteem; Student Behavior; Student Characteristics; Teaching Methods
IDENTIFIERS- Behavior Management; *Passive Aggressive Behavior; Passivity

Passive-aggressive behavior in an emotionally disturbed child affects the child's progress and affects peer interactions in classroom settings. Passive-aggressive personalities are typically helpless, dependent, impulsive, overly anxious, poorly oriented to reality, and procrastinating. The characteristics of passive-aggressive children need to be addressed in the classroom to enable the teacher to treat the disorder and effectively manage the classroom. A suggested approach to classroom behavior management is the psychoeducational model, which emphasizes intrapersonal development and an atmosphere of understanding and cooperation, to help the child become more independent while learning to accept decisions from those in authority. The review of the literature focuses on: (1) causes of the passive-aggressive personality; (2) tactics used by the passive-aggressive child to control the classroom environment, such as selective vision, selective hearing, slow-down tactics, losing objects, the destructive volunteer tactic, etc.; (3) failure of such children to develop satisfying personal relationships; (4) their lack of self-esteem; and (5) techniques for teaching passive-aggressive children, through encouragement and support for task completion, use of token systems, cooperative learning techniques, assertiveness training, and pairing of a passive-aggressive child with a normal child to reinforce social and academic skills. (JDD)

ED 297 532 EC 210 383

Miller, Maurice
Self-Assessment in Students with Learning Handicaps.
PUB DATE- Mar 88
NOTE- 10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Development; Elementary Secondary Education; *Learning Disabilities; Learning Strategies; *Metacognition; *Self Evaluation (Individuals)
The literature and theories of the role of self-assessment in the metacognitive development of children with learning handicaps is reviewed. Self-assessment is seen to be a prerequisite for metacognitive growth. The literature on purposes of self-assessment and ways to assess a student's actual use of self-assessment indicates that learning handicapped students tend to be passive learners; that self-report to determine students' self-assessment abilities is unreliable; that the use of rating scales for pre-judging by the student is included among methods of assessing students' self-assessment; that self-assessment can be inferred from student comments about difficulty level, and that specific self-assessment includes giving students devices to self-assess during a task. The literature suggests that self-assessment has different types including "sizing up" the task before beginning, gauging one's skill and likelihood of success before beginning, assessment during task performance, self-judging about the decisions in the self-assessment, and self-monitoring as the on-going watching of one's self. A theory of metacognition is described which includes the three parameters of person variables (such as age, sex, developmental skills, self-esteem), task variables (such as meaningfulness, task format, level of complexity), and strategy variables (specific strategy knowledge,, relational strategy knowledge, and metamemory). (DB)

ED 297 546 EC 210 397

Vanderheiden, Gregg C.
Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 17p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($1.85).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Delivery Systems; *Disabilities; *Educational Technology; Electromechanical Aids; Elementary Secondary Education; Financial Support; *Information Networks; Microcomputers; Needs Assessment; Program Development; Program Evaluation; Rural Areas; *Special Education; State Programs
This paper focuses on issues in the development of a technology support program for special education, particularly directed toward states with small, wide-spread populations. A three-level approach is suggested, with concentrated central expertise, regional resource points, and a network of individuals at the local level. The technology involved takes many forms, including special therapeutic technology, special education technology, personal assistive devices which facilitate education, and special adaptations to regular education technology. The program should provide support in the following areas: summative information, integrative information, specialized evaluation teams, training, equipment demonstrations, low-technology and high-technology approaches, an equipment loan program, and a software library. Other factors to consider in designing the support program are: the special needs of rural areas, an ongoing needs analysis process, ongoing program evaluation activities, links with existing resources, and possible sources of funding. The steps in planning a state-wide technology service delivery program are outlined. (JDD)

ED 297 559 EC 211 294

The Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Definitions; *Disabilities; *Eligibility; *Enrollment Trends; Handicap Identification; *Incidence; *Mainstreaming; Preschool Education; Trend Analysis
IDENTIFIERS- *Project Head Start

The annual report on the status of handicapped children in Head Start programs during 1985-86 provides background information, statistical data, and analysis. The mandate that 10% of enrollment be available for handicapped children was met by all states except Alaska and the District of Columbia, the Virgin Islands, American Samoa, and the Migrant programs. Overall, 12.5% (a slight increase) of enrollment was of children with professionally diagnosed handicaps. Only 15 of 1,881 Head Start programs reported serving no handicapped children. Other highlights of the report include: number of handicapped children served increased to 64,994; 99.2% of all Head Start programs had enrolled at least one handicapped child; about 50% of the programs reported being unable to enroll 4,022 handicapped children usually due to lack of vacancies or not meeting the age requirements; that 18.5% of the handicapped children enrolled had multiple handicapping conditions; and that categorization by primary handicapping condition showed 62.9% speech impaired, 11.3% health impaired, 5.5% specific learning disabled, 5.1% physically handicapped, 5.1% mentally retarded, 4.7% seriously emotionally disturbed, 2.8% hearing impaired, and 2.1% visually impaired. Appendixes provide (1) the diagnostic criteria for reporting handicapped children; (2) Resource Access Project Network addresses; and (3) survey results by state or geographic entity. (DB)

ED 297 573 FL 017 481

Galbraith, Vicki; Gardner, R. C.
Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
University of Western Ontario, London. Dept. of Psychology.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 88
NOTE- 28p.
GRANT- 410-85-0190
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Research; *Individual Differences; Language Aptitude; *Language Proficiency; *Language Research; Learning Motivation; Learning Strategies; Personality Traits; *Second Language Learning; Student Attitudes
The bibliography contains 64 annotated references to journal articles and other sources of information about individual difference correlates of second language achievement. The journal articles appeared between 1984 and 1987. Where available, abstracts contained in the original articles are used; these are marked with asterisks. Entries are coded according to the individual difference correlates addressed, including aptitude and intelligence, attitudes and motivation, language learning and teaching strategies, and personality traits. (MSE)

ED 297 589 FL 017 498

Koester, Jolene
A Profile of the U.S. Student Abroad--1984 and 1985.
Council on International Educational Exchange, New York, N.Y.
PUB DATE- Nov 87
NOTE- 114p.; Appended questionnaires contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Data Collection; Higher Education; High Schools; High School Students; Independent Study; International Educational Exchange; Questionnaires; Recreational Activities; Self Evaluation (Individuals); Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Exchange Programs; Student Motivation; *Study Abroad; *Travel; Trend Analysis

A survey of United States students studying and traveling abroad was conducted with a questionnaire distributed in the 1984 and 1985 applications for the International Student Identity Card. In 1984 all applications processed in New York were included in this study; in 1985 one out of every three applications was sampled. The total number of respondents in 1984 was about 3,300; in 1985 the responses of about 1,740 students to a somewhat expanded instrument were included. The study gathered demographic, descriptive, and behavioral information about the intent, content, and (where applicable) the impact of the international experience on the student. The report describes the study's objectives, summarizes the results of the questionnaire, compares profiles of eight types of traveling students, reports the self-assessed impact of students' prior international experience, notes patterns in these results, and in previous traveling student cohorts, and draws conclusions for policy. Based on the survey's results, U.S. institutions should reconsider existing policy on a variety of issues, including allocation of program and financial aid resources for study abroad, orientation and advising services for traveling students, language training, international opportunities for students in the sciences and professions, program length, location of study opportunities, and relative attractiveness of international opportunities to women and men. The complete 1984 and 1985 questionnaires are appended. (MSE)

ED 297 606 FL 017 540

The Journal for the Society of Accelerative Learning and Teaching. Volume 11, Numbers 1-4, 1986.
Society for Accelerative Learning and Teaching, Inc.
PUB DATE- 86
NOTE- 301p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Comparative Analysis; Concept Formation; Developmental Studies Programs; Educational Experiments; Elementary Secondary Education; English (Second Language); Foreign Countries; Higher Education; Imagination; International Education; Learning Disabilities; Mathematics Instruction; Mental Retardation; Music Activities; Music Therapy; Neurological Organization; Remedial Reading; Retention (Psychology); Second Language Instruction; Self Concept; Sentence Structure; Study Skills; *Suggestopedia; *Teaching Methods; Vocabulary Development; Writing Instruction; Young Children
IDENTIFIERS- East Germany; France; PASCAL Programing Language; United States

The four 1986 issues of the journal on suggestive and accelerative learning and teaching (SALT) include articles on these topics: SALT components in English composition instruction; music therapy for moderately retarded students; the brain and accelerated learning; accelerated learning and self-concept; remedial reading; versions of the concert session in suggestopedic instruction used in three countries; SALT and structural analysis in vocabulary instruction; SALT methods and English grammar and punctuation instruction; mobilization of the limbic system; suggestopedic research in East Germany; levels of suggestability in young children; acceleration of concept formation; college developmental mathematics; superlearning and retention; teaching paper characteristics to industrial paper users; the three-fingers technique; imagery as a teacher of study skills; mathematics and learning disabilities; fantasy journeys and self-concept; the PASCAL computer language with SALT in a large university class; and the transformation of international education. (MSE)

ED 297 620 HE 021 298

Clark, Burton R.
The Absorbing Errand.
PUB DATE- 10 Mar 88
NOTE- 16p.; Paper presented at the American Association of Higher Education National Conference on Higher Education (Washington, DC, March 9-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; *College Faculty; Educational Environment; Higher Education; Intellectual Disciplines; *Job Satisfaction; *Life Satisfaction; *Scholarship; *Teacher Attitudes; Teacher Role
A study is reported in which the career satisfaction and sense of personal reward of college professors was examined. The study affirmed the value of the academic life felt by the respondents and revealed the capacity of the two primary tasks of teaching and research to commit individuals to the academic cause and thereby infuse life with meaning. The results of this study are examined in relationship to other studies of academic life and works concerning a sense of calling in life, intrinsic versus extrinsic orientation, idealism, and the source of happiness in life. The conditions in higher education that undermine these feelings are reviewed: part-time work among college faculty, a weakening of the intellectual core of academic work (the simplification of academic work that empties it of advanced content), and the lack of material rewards. Basic reform in higher education is called for to reverse these conditions. (KM)

ED 297 635 HE 021 602

Peng, Samuel S.
Attainment Status of Asian Americans in Higher Education.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Conference of the National Association for Asian and Pacific American Education (Denver, CO, April 7-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Asian Americans; *College Students; Degrees (Academic); *Enrollment Trends; Ethnic Groups; Graduate Study; Higher Education; Majors (Students); Minority Groups; *Pacific Americans
A synthesis is presented of national data describing the status of Asian Americans in higher education. Thirteen tables provide data on enrollment trends, degrees earned by major fields and persistence and progress in college. The statistics provided are for Asian or Pacific Islanders, as compared to non-Hispanic White, non-Hispanic Black, Hispanic, American Indian or Alaskan native, or nonresident alien students. The following are among the findings discussed: (1) Asian American enrollment has more than doubled since 1976, with the majority in public institutions in a relatively few geographic areas; (2) Asian Americans fare very well in both persistence and progression, compared to other ethnic groups; and (3) while choices of majors are as widespread among Asian Americans as among other ethnic groups (with business and management as the first choice), the concentration of Asian Americans on engineering and science is most noticeable at the doctorate level. (KM)

ED 297 649 HE 021 617

Geographic Origins of Students. Fall 1987. Volume I. Report Number 2-88.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- May 88
NOTE- 590p.; For Volumes II and III, see HE 021 618-619.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Admission Criteria; Educational Assessment; *Enrollment Influences; Enrollment Trends; *Geographic Distribution; Higher Education; In State Students; Out of State Students; *Place of Residence, Residence Requirements; *State Colleges; *State Surveys
IDENTIFIERS- New York; *State University of New York

The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the Fall 1987 term are presented. All credit course students and all institutions of the SUNY system are included. This first of three volumes presents three distinct types of summaries using the individual institution as the unit of analysis. It provides a map of SUNY institutions and a chronology of their dates of establishment. The student and institutional data elements entering into this report are: student level; student load; student history; permanent residence; county of location; New York State Planning Region; and contiguous counties. Part I's summary tables look at student sources by level and institution (all students and new undergraduates only). Part II focuses on institutions by geographic origins of all students by county, state, and country; university centers; university colleges; health science centers; specialized colleges; statutory colleges; colleges of technology/agriculture; and community colleges. The appendix provides data on region and contiguous counties. A publications list of the Central Staff Office of Institutional Research is included. Volumes II and III include reports displaying credit course students by origin and enrollment trends. (SM)

ED 297 663 HE 021 631

Berman, Paul; Weiler, Daniel
Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
Berman, Weiler Associates, Berkeley, CA.
SPONS. AGENCY- California State Postsecondary Education Commission, Sacramento.
PUB DATE- Dec 87
NOTE- 30p.; For related documents, see HE 021 632-633.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College Faculty; College Instruction; *Community Colleges; *Faculty Development; Higher Education; Needs Assessment; Professional Continuing Education; Program Costs; Released Time; Sabbatical Leaves; *State Colleges; *State Universities; Surveys; Teacher Attitudes; Teacher Participation; Travel
IDENTIFIERS- *California; California Community Colleges; California State University; University of California
The first volume of this three-part report summarizes the findings of a 9-month study to describe faculty development at all three segments of California public higher education: the University of California, California State University, and the California Community Colleges. Following introductory sections on the background of the study, this volume briefly summarizes the study's findings for each of the three segments. The findings cover faculty development programs, expenditures, participation by faculty, and development needs as perceived by faculty and administrators. Overall conclusions are also presented, including the following: (1) the wide variety of programs in all three segments are often hampered by limitations in scope and depth, resource limitations hindering faculty access, and poor planning; (2) there is broad consensus that significantly more effort is needed in every area of faculty development; and (3) current programs do not play a major role in improving undergraduate education. (KM)

ED 297 677 HE 021 656

Credit Transfer: Guidelines for Student Transfer and Articulation among Missouri Colleges and Universities.
Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- Oct 87
NOTE- 18p.
AVAILABLE FROM- Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Bachelors Degrees; College Attendance; *College Transfer Students; Credits; Degrees (Academic); Grades (Scholastic); Higher Education; Intercollegiate Cooperation; Majors (Students); State Standards; *Student Mobility; *Transfer Policy
IDENTIFIERS- *Missouri

The Missouri Coordinating Board for Higher Education is required by statute to "establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state," thus allowing students to complete a degree program in the shortest time possible whether remaining in one institution or transferring to another. These transfer guidelines are applicable to course credits and related matters for undergraduate students to want to transfer between Missouri public colleges and universities. They are also recommended for Missouri independent institutions. Transfer policy information includes: baccalaureate degree program; general education; associate degrees (associate of arts degree, associates of science degree, associate of applied science degree, other associate degrees); transfer without a degree; admission of transfer students (institutional admission, program admission); catalog; change in major; transfer of credit; transfer of grades; credit by examination, experimental learning, and pass/fail credit; and state certification or statutory requirements. Review procedures are discussed in terms of the committee on transfer and articulation and the appeal process. A glossary is included. (SM)

ED 297 691 IR 012 189

Artificial Intelligence.
Harvard Univ., Cambridge, MA. Office of Information Technology.
PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; *Computer Science; *Expert Systems; History; Intelligence; Law Schools; Lawyers; Logical Thinking; Programing Languages; Robotics; *Technological Advancement

This issue of "Information Technology Quarterly" is devoted to the theme of "Artificial Intelligence." It contains two major articles: (1) Artificial Intelligence and Law" (D. Peter O'Neill and George D. Wood); (2) "Artificial Intelligence: A Long and Winding Road" (John J. Simon, Jr.). In addition, it contains two sidebars: (1) "Calculating and Searching"; (2) "Cognitive Science and Artificial Intelligence (Donald S. Bradshaw). The issue is designed to provide a historical perspective as well as to describe some specific applications of artificial intelligence and expert systems. Issues addressed in the first article include a brief history of law and artificial intelligence; efforts to apply artificial intelligence to the field of law; artificial intelligence and legal reasoning; research into the cognitive processes of legal reasoning; Project PERICLES, a joint research endeavor between the Harvard Law School and Digital Equipment Corporation to study the uses of computer technology in the legal domain of landlord tenant law; and a description of cognition and law research. An expert system developed at Harvard (NOMOS--from the Greek concept of law) is described, including implementation methods, modules, and system integration. The second article provides a history of the mechanization of human thought, citing the work of Plato, Descartes, Pascal, Charles Babbage, H. P. Babbage, Alan Turing, Claude Shannon, and others who laid the ground work for today's principles of artificial intelligence. More recent research in the field by American scientists is also discussed, e.g., Alan Newell, Herbert Simon, J. C. Shaw, John McCarthy, Marvin Minsky, Roger Schank, and Robert Wilensky. Several expert systems are also described. Each article includes its own list of references. (JB)

ED 297 704 IR 012 655

Hitchinson, Thomas Lloyd
Surface Description and Motion Control for Animated Three Dimensional Computer Generated Characters.
PUB DATE- 86
NOTE- 65p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Animation; Characterization; *Computer Graphics; Computer Software; *Motion; *Production Techniques; *Three Dimensional Aids
This study of the relationship of computer technology to character animation focuses on the advantages and constraints of developing three-dimensional characters for computer animation. Three different levels of the complexity involved in animating characters are examined: (1) a three-dimensional computer environment and simple motion within this environment; (2) motion control of rigid monolithic objects, including the principles of acceleration/deceleration, the physical laws of motion, simple squash and stretch, and object attachment and articulated appendages for characters; and (3) shape change techniques for animating characters, including deformations, shape interpolation, growth, fractals, and particle systems. The principles of three-dimensional environment character interaction are also described. Interfacing between different animation software programs is identified as a serious problem for the computer animators, and the development of an industry standard for software is strongly advocated as a first step toward solving this problem. Thirteen references are included. (MES)

ED 297 719 IR 013 424

DeJesus, Ora M.
Coming of Age on Television.
PUB DATE- 21 Mar 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Society on Aging (34th, San Diego, CA, March 21, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Cable Television; Commercial Television; *Older Adults; *Programming (Broadcast); Public Television; Television Commercials; *Television Surveys; *Television Viewing
Unlike commercial television, whose portrayal of older adults is often negative or degrading, cable television could offer an opportunity for more positive programming directed at older adults. Those who are interested in the portrayal of older adults and aging on television should seek control of the medium available to them, i.e., local cable programming. However, the cable industry needs to be convinced that the aging consumer should be a focal point of cable programming. Although older adults are not now large subscribers to cable television, demographically they will become a group with more impact in the future. Access to cable programming is possible both through the marketing of programs designed to attract older viewers, such as AARP (American Association of Retired Persons) programming and programs from TEMPO (Television for a Generation Ahead), and through local volunteer programming. Once cable programming for older adults is put into place, it must be marketed and advertised through newspapers, Senior Citizens Centers, and other organizations that have contact with older adults. Once a communication network is established, it becomes a powerful ally, and permits communication between older adults and those interested in providing them with quality programming. (9 references) (EW)

ED 297 733 IR 051 914

User Needs and Education Task Force. Final Report.
California Univ., Santa Barbara. University Library.
PUB DATE- Jun 86
NOTE- 200p.; For reports from other task forces, see IR 051 910-913.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Access to Information; Higher Education; *Library Instruction; *Library Planning; *Library Services; Self Evaluation (Groups); Surveys; *User Needs (Information); User Satisfaction (Information); Use Studies
IDENTIFIERS- *University of California Santa Barbara

This study investigated four general areas of concern at the University of California, Santa Barbara (UCSB) Library: (1) the characteristics of the library's present and future user population and the identification of its needs; (2) the role and program configuration of user education in the future; (3) methods for increasing user awareness of library programs; and (4) user satisfaction with current services and the identification of additional user services appropriate to the library's role in the future. Study methodology included surveying users and staff members and interviewing consultants in user education. UCSB Library users and their needs, user education/library instruction, and user awareness are discussed, and several recommendations are presented for each area. Statistical results of the user and staff surveys and a 121-item bibliography are also provided. Appendices include: (1) the task force action plan; (2) the user survey response rate; (3) definitions of the study's statistical terminology; (4) UCSB online search statistics; (5) a listing of user education resource persons; (6) user education interview questions; (7) a listing of courses in which course-related library instruction is presented; (8) the user and staff survey instruments and summaries of responses to the open-ended questions; (9) a listing of 57 UCSB Library publications; and (10) a summary tabulation of comments received in the library suggestion box. (KM)

ED 297 747 IR 052 419

Gustafson, Julie, Ed.
Solving the Information Puzzle...An Andrews Library Handbook.
Wooster Coll., OH. Andrews Library.
PUB DATE- Aug 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audiovisual Communications; *College Libraries; Guidelines; Higher Education; *Information Sources; Interlibrary Loans; Librarians; *Library Facilities; *Library Services; Online Searching; Policy; Reference Services; Search Strategies; *User Needs (Information)
IDENTIFIERS- OCLC; *Reference Librarians
This introduction to the library system at the College of Wooster in Ohio advises the user to keep a number of goals in mind in order to become an effective library user: (1) get to know the librarians and special assistants and how each can be of service; (2) learn the layout of the building and locations of the various service departments and departmental offices; (3) learn about the services, materials, functions, and policies of each library department; (4) develop a systematic method or research strategy for locating the needed information; and (5) learn what reference sources are available and how they work in order to find the information needed. Designed to help the user solve the information puzzle, this handbook provides the necessary information relative for each of the delineated goals. Both a table of contents and an index of titles discussed are provided for quick and easy access to specific items of content. Also included are floor plans for the five levels of the library, sections on special research collections that are owned by the library, and a glossary of library terms. (CGD)

ED 297 762 IR 052 482

Ettelt, Harold
When Can You Weed an Unused Book?
PUB DATE- Jun 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Books; Card Catalogs; Community Colleges; *Cost Effectiveness; *Guidelines; Hypothesis Testing; Two Year Colleges; *Use Studies
IDENTIFIERS- Columbia Greene Community College NY; *Weeding (Library)
A study was conducted in 1988 by a community college librarian who was seeking an objective guide for weeding unused library books. It was hypothesized that a book not used in a certain number of years would never be used. At the beginning of the study, no books had ever been weeded although the library had begun acquiring books in 1969. To test the hypothesis, books were used that had the longest use (or nonuse) records, i.e., those acquired in 1977 and 1978, during which time permanent use records were first kept. Results of the study are displayed in a graph that illustrates the likelihood of previously unused books being used in the next single year: "first use" of the books was heavy in the first two years; there was a somewhat lower level of use for the next three years; and then a final period of at least five years showed that around 10% of the previously unused books were used for the first time each year. It was concluded that more time and another study would be needed to show if there is some future period during which "first use" truly drops to zero or near it. According to this study, nonuse cannot be relied on for weeding books for at least eight years after acquisition. (CGD)

ED 297 777 IR 052 498

Hogan, Michael; Harley, Penny
Online Search Optimization.
Medical Library Association, Chicago, Ill.
PUB DATE- 78
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Inquiry; Interviews; *Online Searching; Professional Continuing Education; Questioning Techniques; *Reference Services; *Search Strategies; Telecommunications; *User Needs (Information)
IDENTIFIERS- *MEDLARS; *Online Search Skills; Search Negotiation (Computer Science)
This course syllabus describes methods for optimizing online searching, using as an example searching on the National Library of Medicine (NLM) online system. Four major activities considered are the online interview, query analysis and search planning, online interaction, and post-search analysis. Within the context of these activities, concepts covered include the basic components of a research interview, question negotiation, the communications process, search formulation errors, iterative searching, weighted searching, use of subheadings, efficient telecommunications, and the principles of efficient Elhill processing. The text is supplemented by three figures and bibliographic references/notes, and a 106-item MEDLARS bibliography is provided. Appendixes include lists of MEDLINE tools, NLM serials publications, NLM MeSH and indexing authorities, a glossary, references cited in the appendixes, and a sample search request form. (Author/EW)

ED 297 792 JC 880 312

Pulliams, Preston
An Urban Community College Attempts To Assure Student Achievement: Creative Minority Initiatives.
PUB DATE- 25 Apr 88
NOTE- 21p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; Black Students; Community Colleges; Extracurricular Activities; Hispanic Americans; *Minority Groups; Program Descriptions; *School Holding Power; School Orientation; *Student College Relationship; Student Financial Aid; *Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Community College of Philadelphia PA
The Community College of Philadelphia's Minority Education Initiative Program was created to increase the enrollment of Black and Hispanic students through pro-active recruitment and retention strategies. One component of the initiative, a minority mentoring program, was developed and pilot tested in spring 1988. Faculty and staff volunteers in the mentor program assist in orientation and pre-registration, meet regularly with students, act as brokers between the students and the college services they may need, and provide letters of recommendation. Another aspect of the initiative is a recruitment campaign which works with community agencies, high schools, local churches, and the mayor's office to target minority communities. A third component, involving the assessment of students' individual orientation needs, was launched in spring 1988. A survey of student information needs was followed by a series of seminars on such topics as financial aid, career exploration and decision making, transfer planning, study habits, and dealing with stress and anxiety. Reports on each of these projects are appended. The orientation assessment instrument is included. (EJV)

ED 297 806 JC 880 351

Roessler, Elmo O.
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 23 Jun 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Achievement Tests; *Community Colleges; Educational Assessment; Financial Support; Institutional Evaluation; *Outcomes of Education; Program Costs; Program Development; State Legislation; Statewide Planning; *Student Evaluation; *Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- *Virginia
In response to a legislative imperative that all public higher education institutions in Virginia develop and implement a program to measure student learning and to use the results of evaluations for the improvement of instruction and the curriculum, the Virginia community colleges have either initiated or completed a number of student assessment activities. By October 1987, each community college had completed a student assessment plan designed to: (1) evaluate students' academic performance at entry, at mid-point in their studies, and upon exit or graduation; (2) assess the colleges' academic programs and placement services by measuring the achievement of developmental studies, general education, university parallel/transfer, occupational-technical, and unclassified students; and (3) involve faculty continuously in the entire student assessment process. In addition, the colleges participated in the development of guidelines and resource papers for student assessment, two informational workshops and an articulation conference, the development of a list of testing and guidance instruments used at the colleges, efforts to obtain supplemental state funding, the preparation of progress reports, and a pilot study of the efficacy of an instrument to measure students' comprehension of general education concepts. Planned activities include the development of a definition of general education, of assessment methods for students' general education knowledge, and of a Research and Assessment Data Support System. As even a minimal assessment program costs at least $12.00 per year for each full-time equivalent student, the Virginia community colleges are expected to expend a considerable amount of their budgets to assess student learning. A chronology of student assessment activities in Virginia, background on the accreditation and legislative context of the initiatives, and funding information are attached. (EJV)

ED 297 820 JC 880 369

Negotiated Agreement between Board of Trustees Wenatchee Valley College and Wenatchee Valley College Association for Higher Education.
Wenatchee Valley Coll., Wenatchee, Wash.
PUB DATE- 15 Sep 87
NOTE- 72p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Collective Bargaining; Community Colleges; Employer Employee Relationship; Faculty College Relationship; Faculty Workload; Fringe Benefits; Grievance Procedures; Labor Relations; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts
This negotiated agreement between the Board of Trustees of Wenatchee Valley College and the Wenatchee Valley College Association for Higher Education covers the period between July 1, 1987 to June 30, 1989. The agreement includes articles concerning: (1) recognition of the bargaining unit; (2) board of trustees rights and functions; (3) association rights, including the use of buildings and equipment, communications, access to information, and association/employer meetings; (4) academic employee rights to due process, safe working conditions, travel expenses and reimbursements, and access to personnel files; (5) the continuation of prior practices not specifically covered in the agreement; (6) participation in college governance; (7) job descriptions, hiring, and workload standards for academic employees; (8) tenure, faculty contracts, dismissal, and reduction-in-force procedures; (9) evaluation of instructional programs and professional employees; (10) professional improvement; (11) leaves of absence; (12) grievance procedures; (13) uninterrupted education activities; (14) a savings clause; and (15) the scope and duration of the agreement. Appendixes provide faculty salary schedules and an academic calendar. (EJV)

ED 297 834 JC 880 393

The Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.
Southwest Wisconsin Vocational, Technical, and Adult Education District 3, Fennimore.
PUB DATE- 87
NOTE- 39p.; Part of a collection of collective bargaining agreements collected by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers
The collective bargaining agreement between the Southwest Wisconsin Board of Vocational, Technical and Adult Education and the Professional Staff Association of Southwest Wisconsin Technical Institute, the exclusive bargaining agent for all full-time teaching personnel in the college, is presented, covering the period 1987 to 1990. The 11 articles in the agreement set forth provisions related to recognition of the bargaining unit; management rights; grievance procedures; certification of personnel; working conditions, including work load, dismissal, teaching assignments, evaluation procedures, clerical assistance and transfers; salary and benefits; personal and professional leaves of absence; the implementation of the agreement; the use of facilities; faculty travel, retirement, and resignations; worker's compensation; and the rules governing the agreement. Salary schedules and academic calendars are appended. (BCY)

ED 297 848 PS 017 454

Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.
Marin County Dept. of Health and Human Services, San Rafael, CA.
PUB DATE- 83
NOTE- 207p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accident Prevention; Age Differences; Check Lists; *Diseases; *Educational Objectives; Educational Resources; Guidelines; Health Education; *Learning Activities; Nutrition; Parent Education; *Parenting Skills; Safety; Self Care Skills; Sleep; *Young Children
IDENTIFIERS- Child Health; *Child Health Care; Crying; *Developmental Assessment

Intended for providers of health education for parents of children from birth to 6 years, these protocols offer guidelines for 11 well-child visits. The schedule of visits is based on the periodicity schedule of well-child visits used by pediatricians with the Child Health and Disability Prevention Program. The color-coded protocols provide five categories of information: (1) educational objectives related to client outcomes; (2) age group covered; (3) category of content information, such as feeding, sleep patterns, and accident prevention; (4) method and content of staff activities; and (5) suggested materials and resources for use in instruction. One protocol is provided for each of the following ages: birth to 1 month, 1 and 2 months, 3 and 4 months, 5 and 6 months, 7 through 9 months, 10 through 12 months, 13 through 15 months, 16 through 23 months, 2 years, 3 years, and 4 through 5 years. Each profile provides information about physical and mental assessment, accident prevention and safety practices, feeding, personal care, elimination, sleep patterns, care for illness, and parenting. The first four profiles provide information about crying. Also included are supplementary checklists that allow parents to indicate their foremost concerns. A sample profile for prenatal parent education is appended. (RH)

ED 297 863 PS 017 492

Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
Seattle Public Schools, Wash.
PUB DATE- Mar 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary School Curriculum; *Kindergarten; *Language Arts; *Learning Activities; *Mathematics Instruction; Primary Education; Public Schools; *Reading Instruction; Student Evaluation
IDENTIFIERS- *Washington (Seattle)

This packet provides the Seattle public schools' kindergarten learning goals and objectives for the curriculum areas of mathematics, reading, English and language arts for the 1987-88 school year. Four reading goals, five English and language arts goals, and six mathematics goals are further specified in terms of student learning objectives, suggested learning activities for each objective, and ways of assessing student attainment of the objectives. A class record form for teachers is provided. (RH)

ED 297 878 PS 017 514

Moore, Evelyn K.
The Four-Year-Old Movement: Motivations, Outcomes and a Few Unanswered Questions.
PUB DATE- Jun 87
NOTE- 6p.; In: The Lipsen Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Blacks; Educational Improvement; *Educational Needs; *Educational Trends; *Ethiology; *Preschool Education; *Public Schools; Student Needs
The primary forces fueling the movement toward placing 4-year-olds in the school system are the needs of working mothers, school systems facing client shortages, and the schools' promise of increased pupil achievement. But will the achievement of children, particularly black children, increase? Black parents have several reasons to question public schools' promise of achievement. Numerous conditions stand in the way of a successful transition from the current scope of public school education to programming for 4-year-olds. Of particular consequence are conflicts between the traditions of early childhood education and those of public education; between current public school curriculum and teaching methods and those appropriate for very young children; and between the public schools' practice of testing to classify children and early childhood's developmental goals. Other obstacles are teacher training for public school certification that is oriented toward older children and does not take account of preschoolers' different learning patterns and needs, and the likelihood that proportionally few teachers in the new programs are likely to be black. Concluding remarks offer recommendations concerning the process of translating the early childhood research base into high quality public school program practices. (RH)

ED 297 492 EC 210 343

Narita, Shigeru
State of the Art in Microcomputer Use for Japanese Special Education.

PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer Software; *Computer Uses in Education; *Disabilities; Elementary Secondary Education; Foreign Countries; Input Output Devices; Inservice Teacher Education; *Microcomputers; *Special Education; Special Schools; Teacher Developed Materials; Workshops
IDENTIFIERS- *Japan

Following a brief overview of the Japanese educational system and its programs for handicapped children, the role of microcomputers in Japan's schools is described. Most secondary and some elementary schools in Japan have acquired computers to enhance the processes of learning and teaching. In schools for the handicapped, computers are also being utilized, especially in programs for hearing and visually impaired students. A shortage of special education courseware has been a problem, and provincial education centers and individual teachers are developing appropriate courseware. Hardware developments include the design of special input-output devices designed to meet handicapped students' needs. Training is necessary to help teachers understand the technology and the role changes brought about by computers. Workshops are sponsored by the National Institute of Special Education to train special educators in the use of computers. Japan has several commercial electronic networks and bulletin boards that link scattered projects, but a need is felt for a network solely intended for special educators. Appended to the paper are statistical data on the numbers of special schools and numbers of handicapped students by handicapping condition, by type of school, and by grade level. (JDD)

ED 297 574 FL 017 482

Flores, Norma Landa
Teaching Job-Related Interaction Skills to ESL Students of Speech Communication.
PUB DATE- 21 Feb 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 21, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Course Descriptions; *English (Second Language); *Interpersonal Communication; *Job Skills; Learning Strategies; Limited English Speaking; Postsecondary Education; Second Language Instruction; Skill Development; *Speech Communication
An instructional model for developing skills in job-related interaction among students of English as a second language (ESL) is proposed and discussed. The rhetorical communication process model, adapted for ESL students, gives detailed attention to the encoding and decoding processes of mainstream English-speakers and allows the ESL speaker to plan phonological, grammatical, and semantic strategies to meet the mainstream listener's decoding expectations. The course based on the model emphasizes methods of researching, outlining, practicing, and evaluating speech presentations for personal and career purposes. It includes techniques for job interview interactions and for work-related informative and persuasive speaking experiences. The course consists of both speech communication and ESL components. Classroom instruction for the latter component combines rhetorical analyses of ESL/mainstream job site communication interactions with recent information on vocational ESL and utilizes a videotaped functional-notional interaction and a pre-interview interaction skills exercise to assess students' writing, message clarification, and feedback evaluation skills. Other exercises are designed to assist the student in being perceived as suitable for the job being sought. Sample exercises are included. (MSE)

ED 297 621 HE 021 302

Blackburn, Richard D.
Back to Basics: Unions Reaffirms Their Campus Roles.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Mar 88
NOTE- 6p.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Competition; *Educational Environment; Extracurricular Activities; Higher Education; *Organizational Objectives; Personnel Selection; Recreation; Role Perception; School Business Relationship; School Safety; *Student College Relationship; *Student Personnel Services; *Student Unions
The role of the college student union is discussed in this review of what makes a union successful. It is suggested that the truly successful one combines the concepts of unifying force, common meeting ground, and community in order to educate as well as generate revenue. Issues considered include: hiring and training employees; competition with local businesses; matching activities with student interests; diversity of programs to combat racism and changing demographics of college student bodies; facility space; bans on alcohol; safety and security issues (e.g., date rape, AIDS, smoking bans); food service; revenue generation services (e.g., copy centers, video stores); and outlook for the future. (LB)

ED 297 636 HE 021 603

Lynch, Kathleen Bodisch
Using Evaluation Findings To Improve Minority Education Programs.
PUB DATE- Oct 87
NOTE- 6p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Disadvantaged; *Evaluation Methods; *Formative Evaluation; Higher Education; *Medical Education; Medical Students; *Minority Groups; Outcomes of Education; *Program Evaluation; *Student Evaluation
IDENTIFIERS- *College Outcomes Assessment; University of Virginia
Procedures are described that have been implemented in evaluating minority medical education programs operated by the University of Virginia School of Medicine since 1984. Both process and outcome evaluation procedures have been used. Results of evaluation efforts are reviewed by program staff to design program improvements and modifications. Methods used in process evaluation have included: mid- and end-of-program interviews with program participants and program personnel; observation of program activities by the evaluator; informal contacts by the evaluator with students and program staff throughout the program, to allow ongoing feedback about program operations. Program outcomes are assessed primarily through two means: student scores on knowledge tests, and students' educational and career choices following participation in the program. A computerized student tracking system has been developed to document post-program outcomes. (KM)

ED 297 705 IR 012 794

Jones, Paul E.; Wall, Robert E.
Curricular Applications of ITV in Maryland.
PUB DATE- 22 Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Television; Elementary Secondary Education; *Programming (Broadcast); School Surveys; State Surveys; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Maryland
A statewide survey of classroom teachers was conducted to determine curricular applications of instructional television (ITV) in Maryland. The stratified random sample utilized consisted of 62% elementary, 17% middle, and 21% secondary school teachers; the usable response rate was 59.1% and consisted of 618 teachers. The following questions were addressed: (1) which ITV programs are used and how do teachers rate them? (2) which subject areas used ITV most frequently? (3) what instructional procedures are used by teachers in presenting ITV to their classes? and (4) what programming needs do teachers see for the next three years? Results indicated that, overall, elementary teachers are the most frequent users of ITV; subject areas where ITV is used most are social studies, reading, health education, science, language arts, and mathematics; teachers most frequently used ITV as a supplement to classroom instruction; most teachers used a series they had previously used and made use of a program guide with the series; teachers usually discuss the program with the class before and after viewing it; and suggested program needs closely follow present usage. Statistical analyses and teachers' comments are included. Two references are listed. (MES)

ED 297 748 IR 052 420

Grosser, Kerry
Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
Library Association of Australia, Melbourne. Victorian Div.; Royal Melbourne Inst. of Tech. (Australia).
REPORT NO.- ISBN-0-86444-128-2
PUB DATE- 87
NOTE- 298p.; Occasional Paper No. 3.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; College Students; Developed Nations; Foreign Countries; Higher Education; *Information Needs; *Library Materials; Library Planning; *Library Services; *Public Libraries; Questionnaires; Surveys; Tables (Data); *Use Studies
IDENTIFIERS- *Australia
A survey of a random sample of students from five tertiary institutions in Melbourne was conducted in 1986 to determine the nature and extent of their usage of their own university or college and other libraries. Questionnaires were mailed to 1,996 students, of whom 999 responded. The questionnaire sought information on: (1) students' backgrounds; (2) the types of libraries used; (3) the frequency of that usage; (4) the primary reasons for using academic and public libraries; (5) the resources and services used in these libraries; (6) the degree of satisfaction with services offered; and (7) the nature and extent of course-related usage of public libraries. Other comments were also solicited. A complex network of information sources used by students in fulfilling their course needs emerged from the study. Academic libraries were found to constitute the primary information source, with other sources, including public libraries, playing supplementary roles. It is noted that some of the traditional assumptions of the relative roles of different types of libraries are challenged by the data, and the final chapter explores some implications of these findings for planning library services in Victoria. Tabulated data are presented in 120 tables, and appendixes contain copies of the questionnaire and cover letter, a follow-up letter, additional cover letters, and respondents' comments. (82 references) (CGD)

ED 297 763 IR 052 483

Alabama Public Library Service, 1987 Annual Report.
Alabama Public Library Service, Montgomery.
PUB DATE- 87
NOTE- 22p.; For the 1986 report, see ED 285 592.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blindness; Children; *Federal Aid; Library Automation; Library Cooperation; *Library Planning; *Library Services; Physical Disabilities; *Public Libraries; Public Relations; *State Aid; State Libraries
IDENTIFIERS- *Alabama Public Library Service; Childrens Library Services; *Library Development; Library Services and Construction Act

Designed to provide an overview of the range and quality of services provided by the Alabama Public Library Service (APLS), this annual report focuses on the 1987 activities of APLS. A report on the activities of the Library Development Division shows the allocation of state aid and Library Services and Construction Act (LCSA) Titles I and III funds to public library systems, and a narrative report on children's services. Overviews also highlight a summary of finances for Fiscal Year 1987 and for an average of five fiscal years (FY 1983-FY 1987), as well as the activities of: (1) Agency Support Services; (2) Library Operations; (3) the Regional Library for the Blind and Physically Handicapped; and (4) continuing education programs for public, school, and academic libraries, and for the Regional Library for the Blind and Physically Handicapped. A listing of APLS staff members is also provided. (CGD)

ED 297 778 IR 052 499

Book Preservation Technologies.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-O-375
PUB DATE- May 88
NOTE- 124p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (GPO Stock Number 052-003-01103-4, $5.00). For a summary of this report, see IR 052 500.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Books; Libraries; *Paper (Material); *Pilot Projects; *Preservation; *Program Evaluation; Public Policy
IDENTIFIERS- *Library of Congress; *Paper Deacidification

An independent Office of Technology Assessment (OTA) report of the deacidification program underway at the Library of Congress, this report was undertaken at the request of the House Appropriations Committee. Because of the particular concerns of engineering and safety which have been raised regarding this program, this report focuses on its effectiveness and safety, and compares the current program to other alternatives. The Library of Congress' program, which uses DEZ (diethylzinc) as a paper deacidifier, is discussed in detail, and the safety and environmental effects of this program are considered. The OTA findings suggest that more research and planning should be undertaken before embarking on a full-scale program using the DEZ process, and it is recommended that other alternative strategies be more fully explored. The text is supplemented by photographs, tables, and figures, and bibliographic notes/references are provided. (EW)

ED 297 821 JC 880 370

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.
Lower Columbia Coll., Longview, Wash.; National Education Association, Washington, D.C.
PUB DATE- 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- *Lower Columbia College WA; National Education Association; *NEA Contracts

This contractual agreement between the Board of Trustees of Lower Columbia College (LCC) District 13 and the Lower Columbia College Faculty Association outlines the terms of employment for all academic employees of the district. The 13 articles in the agreement set forth provisions related to: (1) recognition of the association as exclusive bargaining agent; (2) academic employee opportunities and obligations concerning college governance; (3) salary and initial placement of employees; (4) professional development; (5) association rights; (6) academic employee rights and working conditions; (7) management rights; (8) the intention to negotiate an evaluation system for non-probationary employees; (9) personal and professional leaves of absence; (10) grievance procedures; (11) tenure and dismissal; (12) the scope of the agreement; and (13) the duration of the agreement. Information on professional development units, a back-to-work agreement addressing the March 3 and March 4, 1988 work-stoppage, and a memorandum of agreement concerning an inventory of fixed assets and equipment are appended. (AJL)

ED 297 835 JC 880 394

Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.
National Education Association, Washington, D.C.; Northeast Wisconsin Vocational, Technical and Adult Education District, Green Bay.
PUB DATE- 87
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Department Heads; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts

The collective bargaining agreement between the Northeast Wisconsin Vocational, Technical and Adult Education District Board and the Northeast Wisconsin Technical College Faculty Association, the sole bargaining agent for all certified personnel teaching at least half time at the college, is presented, covering the period between August 24, 1987 and August 23, 1989. The 11 articles in the agreement set forth provisions related to recognition of the bargaining unit; management rights and responsibilities; salaries and benefits; conditions applicable to teaching duties, including faculty workload, transfers and layoff; the academic calender; leaves of absence; grievance procedures; the use of facilities; a savings clause; and the duration, scope and extent of the agreement. Three addenda include provisions on a field service committee, early retirement and employee insurance. A salary schedule, school calendar and sample evaluation and grievance forms are appended. (BCY)

ED 297 864 PS 017 494

McMurrain, Marsha Kaufman; McMurrain, T. Thomas
Research Applications of a Computerized Child Development Management Information Data Base.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agencies; *Child Development; *Data Processing; *Management Information Systems; *Microcomputers; *Research Opportunities
IDENTIFIERS- *Computer Managed Information
The emergence of microcomputer-based management information system (MIS) software for child development programs offers new opportunities for action research, process evaluation, and outcome assessment. Factors such as program effectiveness, quality of service, management efficiency, community networking, and demographics can be investigated while services to individuals are recorded and tracked. The article first offers examples of some agencies using their MIS data base to answer research questions. Secondly, it describes conceptual considerations relevant to the use of computerized information for research. These considerations concern: (1) the nature of the information base; (2) implications of different forms of data elements for retrieval; (3) ad hoc queries of information in a relational data base; and (4) specialized data retrieval through variable listing. Finally, special characteristics of single agency studies and multi-agency research originating from a management data base are highlighted. It is concluded that the implications of MIS-based research for decision-making and policy formation are unlimited. (RH)

ED 297 879 PS 017 515

Zigler, Edward
Boundaries in the Trend toward Earlier Education: The Role of Research.
PUB DATE- Jun 87
NOTE- 12p.; In: The Lipsett Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; *Early Childhood Education; *Educational Change; Family Environment; Preschool Education; *Research and Development; *Research Methodology; Research Needs; Research Problems; *Research Utilization; Separation Anxiety; Stimulation; *Theory Practice Relationship
This presentation uses the premise that educational practice currently derives little benefit from the mass of ongoing research as a starting point for a reassessment of the values and goals of research. Particular emphasis is placed on the relation between research and educational practices involving 4-year-olds. The first part of the discussion deals with aspects of research that reduce its effectiveness. These include the disorienting impact of research literature on practitioners; the synthetic role of research and the integrative needs of practice; and irreconcilable aspects of the relation between research and practice. An important way in which research can help the educator is to describe and analyze what actually occurs in classrooms, and in exemplary classrooms in particular. A discussion of change in attitudes toward preschool education is followed by a consideration of such topics as the cognitive environment of the home, the influence of separation from mothers on children, implications of recent studies of cognitive development, cognitive skill and cognitive stimulation, and the design of schools for 4-year-olds. Concluding discussion profiles a longitudinal study of the beginnings of reading among 40 children; points out the value of the life span perspective for research on young children; and indicates the need for improved ways of assessing effects of preschool. (RH)

ED 297 506 EC 210 357

Gothelf, Carole R.; And Others
Working with Students Who Have Dual Sensory Impairments and Cognitive Disabilities. A Handbook for Special Education Teachers and Related Services Personnel.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
PUB DATE- 88
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Auditory Evaluation; Communication Skills; Curriculum Development; *Deaf Blind; Diagnostic Teaching; *Mental Retardation; *Multiple Disabilities; *Student Evaluation; *Teaching Methods; Vision Tests; Visually Handicapped Mobility

Intended for use by New York City special education teachers with little or no experience serving students with dual sensory impairments as well as cognitive disabilities, the manual identifies teaching strategies that are easy to implement yet based on direct experience and the current research. Chapter titles and sample topics include the following: "Dual Sensory Impairments: An Understanding" (early development, typical behavior); "Assessment of Auditory Functioning and Auditory Training" (type of hearing loss and possible causes, amplification, auditory training); "Principles of Communication" (communicative intent, prerequisite skills, the van Dijk communication program); "Assessment of Visual Functioning and Vision Training" (structure/function of the eye, definitions, low vision aides and materials); "Orientation and Mobility" (trailing, ascending/descending stairways, sitting); "Arranging the Classroom Environment" (classroom arrangement and instructional equipment); "Curriculum: Where To Begin" (instructional domains, instructional settings, selecting priorities); "References and Additional Readings." Appendixes include listings of organizations of interest to professionals and parents, Early Childhood Direction Centers, and special education training and resource centers. (DB)

ED 297 519 EC 210 370

Englert, Carol Sue; And Others
Teaching of Written Language Skills to Mildly Handicapped Students . PRISE Reporter No. 18, October 1986.
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- Oct 86
NOTE- 6p.
AVAILABLE FROM- PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19406.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communication Skills; Courseware; Elementary Secondary Education; *Expository Writing; Instructional Materials; *Learning Strategies; *Mild Disabilities; Peer Evaluation; *Teaching Methods; Verbal Communication; Writing (Composition); *Writing Instruction; Writing Skills

This newsletter issue concentrates on the topic of teaching written language skills to mildly handicapped elementary and secondary students, with emphasis on the communicative function of writing. The feature article discusses expository writing instruction, describing essential elements of the expository writing process and characteristics of good writing programs, including establishment of a writing environment which allows sustained as well as frequent writing opportunities. "Think-sheet" instructional materials focus on specific organizational and thinking skills associated with each step in the writing process: planning, organizing, writing a first draft, editing, peer-editing, and revising. Teachers' responsibilities include modeling/verbalizing the steps of each skill to help students begin to internalize thinking strategies. Additional sections of the newsletter describe instructional materials and software resources useful in teaching writing skills to mildly handicapped students, a brief review of a published research study which examined elementary-level classroom writing practices, and a description of the contents of a videocassette, "A Natural Curriculum," which emphasizes the teaching of reading and writing as functional tools. (JW)

ED 297 533 EC 210 384

Trapani, Catherine
Peer Tutoring: Integrating Academic and Social Skills Remediation in the Classroom.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 43p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
GRANT- G008300148
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cross Age Teaching; Instructional Effectiveness; Intermediate Grades; *Interpersonal Competence; *Learning Disabilities; Males; Peer Teaching; Skill Development; Spelling; Training Methods; *Tutoring
IDENTIFIERS- Rehearsal (Learning)
The study explored the effectiveness of social skills training and cross-age tutoring on the acquisition and use of social skills among 20 mainstreamed learning disabled boys (ages 9-12). All subjects received direct instruction in such communication skills as greeting, listening, asking questions, answering questions, and complimenting. Seven of the students then tutored younger children in spelling. Emphasis was placed on the use of appropriate social communication skills in the tutoring situation providing an opportunity for active rehearsal of the target social skills. Evaluation indicated that experimental subjects responded to the intervention for two of the target behaviors (greeting and answering questions). Three figures, 7 tables, and 52 references are included. (DB)

ED 297 547 EC 210 399

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Mar 88
NOTE- 57p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination. Print is light and may not reproduce well.
AVAILABLE FROM- ERIC/OSEP Special Project, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; *Educational Innovation; *Educational Research; Educational Technology; Elementary Secondary Education; *Federal Aid; Financial Support; Grants; *Research Projects; *Special Education; Transitional Programs
IDENTIFIERS- *Office of Special Education

This directory provides basic information on all research projects receiving funding, as of December 1987, from the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. The projects included are the field-initiated and student-initiated grants, most of the directed competitions, and the secondary transition and technology grants. The projects deal with the topics of assessment, individualized education programs, instruction, language, least restrictive environment, nonvocal communication, parents, personal characteristics, pupil outcomes, service delivery systems, social skills, subject matter, teacher training, technology, and vocational education and transition. The directory is organized by the names of the principal investigators of the projects, and each listing includes project title, organization name, address, telephone number, and ending date. (JDD)

ED 297 560 FL 016 113

Villegas, Ana Maria
Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SBIF-83-R.13
PUB DATE- Aug 83
NOTE- 305p.; For related documents, see FL 016 114-120.
CONTRACT- 400-80-0026
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Bilingual Teachers; Class Organization; Classroom Communication; *Classroom Environment; *Classroom Techniques; Cultural Education; Educational Assessment; Elementary Secondary Education; English (Second Language); *Language of Instruction; Language Usage; Program Evaluation; Scheduling; Self Concept; *Teacher Behavior; *Teaching Styles; Trend Analysis

As part of a larger study of significant bilingual instructional education features, the stability of instruction by 10 teachers was examined. Six aspects of instruction were investigated: instructional organization, time allocation, active teaching, use of the students' native or English language and culture, curriculum intent, and the teacher's sense of efficacy. Ten case studies and analysis across cases revealed that (1) teachers were least consistent in their organization of learning activities, possibly due in part to changes of district policy and teaching assignment; (2) the trend was toward more instruction in reading and language arts; (3) teachers' use of English language materials increased and use of native language materials decreased during a portion of the study; (4) observer ratings of teacher performance were higher during the second part of the study; (5) teachers increased use of English and decreased use of the students' native language; (6) the teachers' pattern of language alternation was fairly stable; (7) teachers tended to stress language alternation for instructional development as they increased their oral use of English, allocated more instructional time to reading and language arts, and became more clearly focused on academic matters; and (8) curriculum intent and sense of efficacy appeared stable. (MSE)

ED 297 590 FL 017 499

McInnes, Marguerite M.
Using Classification Lessons To Teach Hispanic Secondary Students Inference.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classification; Classroom Techniques; Cognitive Style; High Schools; High School Students; Hispanic Americans; *Inferences; Learning Strategies; *Logical Thinking; Piagetian Theory; *Reading Difficulties; *Reading Strategies; *Spanish Speaking

Based on the idea that poor reading skills may be contributing to academic failure among Spanish-speaking high school students and on research suggesting that classification skills may help in reading, a set of lessons focusing on classification was developed for this group. The bilingual lessons use various classification tasks to teach students how to infer the main idea in paragraphs in English. The lessons are designed to follow a Piagetian developmental pattern beginning with concrete classification and moving to pictorial, abstract, and symbolic classification experience. When used with one group of students, the technique appears to have been successful in teaching both the logic of classification and a method for inferring the main idea. (MSE)

ED 297 607 FL 017 541

Patrikis, Peter C., Ed.
The Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
Consortium for Language Teaching and Learning.
PUB DATE- Oct 87
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Role; *College Second Language Programs; Department Heads; Educational Researchers; *Educational Technology; Educational Trends; *Governance; Higher Education; Occupational Information; *Private Colleges; *Program Administration; *Research Universities; School Size; Second Language Instruction; Technological Advancement

Papers on issues concerning the governance of private research university foreign language programs include: "The Governance of Foreign Language Teaching and Learning" (James S. Noblitt); "Academic Alignments in Language Teaching" (Winfred P. Lehmann); "The Politics of Language Instruction" (James Redfield); "Perceptions of Governance in a Smaller University" (James J. Wrenn); "Language Teaching in Literature Departments: Natural Partnership or Shotgun Marriage?" (Nicolas Shumway); "A Case Study: A Dean for Language Instruction?" (Barbara F. Freed); "Language Program Governance at the Large Public University: When Is Bigger Better?" (Gerard L. Ervin); "The Training of Foreign Language Specialists in Major Research-Oriented Foreign Language Departments" (Albert Valdman, Cathy Pons); "Language Departments and Teaching: An Administrator's View" (Ward Dennis); "The Technology Explosion--The Teacher's Dilemma" (James W. Marchand); and "New Directions in the Study of Foreign Languages" (Claire Kramsch). Also included are an overview of the symposium, selections from the symposium's transcripts illustrating the range of concerns expressed, and samples of the language used in job descriptions for positions in governance. (MSE)

ED 297 650 HE 021 618

Geographic Origins of Students. Fall 1987. Volume II. Report Number 2-88.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- May 88
NOTE- 498p.; For Volumes I and III, see HE 021 617 and HE 021 619, respectively.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Admission Criteria; Educational Assessment; Enrollment Influences; Enrollment Trends; *Geographic Distribution; Higher Education; In State Students; Out of State Students; *Place of Residence; Residence Requirements; *State Colleges; *State Surveys
IDENTIFIERS- New York; *State University of New York

The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the Fall 1987 term are presented. All credit course students and all institutions of the SUNY system are included. This second of three volumes includes reports displaying credit course student by origin or origin grouping. The student and institutional data elements used in this report are: student level; student load; student history; permanent residence; county of location; New York State Planning Region; and contiguous counties. A map of SUNY institutions and a chronology of their dates of establishment are provided. The seven sections focus on: New York counties; outside New York State; percent distribution of undergraduate students; percent distribution of graduate students; percent distribution for first-time, full-time students; percent distribution for transfer students; and publications list for the Central Staff Office of Institutional Research. Volumes I and III look at three distinct types of summaries using the individual institution as the unit of analysis and enrollment trends. (SM)

ED 297 664 HE 021 632

Berman, Paul; And Others
Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
Berman, Weiler Associates, Berkeley, CA.
SPONS. AGENCY- California State Postsecondary Education Commission, Sacramento.
PUB DATE- Dec 87
NOTE- 160p.; For related documents, see HE 021 631-633.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College Faculty; College Instruction; *Community Colleges; *Faculty Development; Higher Education; *Needs Assessment; Professional Continuing Education; Program Costs; Released Time; Sabbatical Leaves; *State Colleges; *State Universities; Surveys; Teacher Attitudes; Teacher Participation; Travel
IDENTIFIERS- *California; California Community Colleges; California State University; University of California
The second volume of this three-part report presents the findings of a study of faculty development programs in the three segments of California public higher education: the University of California, California State University, and the California Community Colleges. This volume is comprised of the following sections: study background and purpose; definition and measurement of faculty development; faculty development at the University of California (programs, expenditures, and participation in instruction-related faculty development); faculty development at California State University (programs, expenditures, and participation in instruction-related faculty development); faculty development at the California Community Colleges (programs, expenditures, and participation in instruction-related faculty development); and perceived needs for faculty development (by faculty and administrators). Fifty-one tables are provided. Appendices provide additional information on programs at all three segments. (KM)

ED 297 678 HE 021 657

Show Me Excellence: Assessment in Missouri Public Colleges and Universities.
Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- Dec 87
NOTE- 61p.
AVAILABLE FROM- Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Finance; Educational Objectives; Expenditures; Higher Education; *Institutional Evaluation; Outcomes of Education; *Public Colleges; Regional Schools; Reports; School Effectiveness; Self Evaluation (Groups); State Standards; *State Surveys
IDENTIFIERS- *Excellence in Education; *Missouri

Assessment projects at Missouri's institutions of higher education are summarized. At the request of the Missouri Coordinating Board for Higher Education, each institution prepared a description that included information on the number of students involved, expected outcomes, and specifically related expenditures. In Missouri, assessment is considered an integral part of each college's and university's strategy to improve teaching and learning and of the state's strategy to monitor the effectiveness of its system of higher education. Many of the activities described here have been in place for some time, while others are very new or still being developed. A table showing institutional assessment initiatives from 1987-1988 focuses on ACT, placement, general education, major, survey, other, students involved, and expenditure. Report summaries are included for: four-year colleges; regional universities; statewide liberal arts; 1890 land-grant university; 1862 land-grand university; and community colleges. (SM)

ED 297 692 IR 012 249

Clinton, Janeen S., Comp.; And Others
VIPES: Video Interacting "Personably" with Exceptional Student Education.
PUB DATE- Jan 86
NOTE- 104p.; Handout distributed in connection with a presentation at the Floride Instructional Computing Conference (Orlando, FL, January 1986).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computer Software; *Disabilities; Elementary Secondary Education; *Input Output Devices; *Interactive Video; Microcomputers; Scripts; Special Education; Videotape Recordings
IDENTIFIERS- Floride Diagnostic and Learning Resources Systems; Instructional Technology Services Network FL
This packet of materials was distributed in connection with a presentation on the Floride Diagnostic and Learning Resources System (FDLRS) Instructional Technology Network's production of an interactive videocassette tape for use for self-directed inservice study for teachers and administrators working with handicapped students. The handout includes the script for the videocassette tape, which was entitled "Microcomputer Adaptive Peripheral Devices for Handicapped Students"; a draft version of the SuperPILOT program that directed the Panasonic Video Tape Player/Recorder and Apple IIe microcomputer; a list of hardware and software requirements; a sample "pre-requisite" self-directed instructional packet for teachers; and a partial ERIC bibliography on developing interactive video. (Author/DJR)

ED 297 720 IR 013 425

Collis, Betty; Moonen, Jef
Designing an External Evaluation of a Large-Scale Software Development Project.
PUB DATE- 7 Apr 88
NOTE- 14p.; Paper presented at the International Association for Computing in Education Conference (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Conferences; Developed Nations; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Foreign Countries; *Formative Evaluation; *National Programs; *Needs Assessment; Program Development; *Program Evaluation
IDENTIFIERS- *POCO Project (Netherlands); *Software Development; Stakes Model
This paper describes the design and implementation of the evaluation of the POCO Project, a large-scale national software project in the Netherlands which incorporates the perspective of an evaluator throughout the entire span of the project, and uses the experiences gained from it to suggest an evaluation procedure that could be applied to other educational software projects. The evaluation procedure for the first cycle of software development and distribution, which extends from September 1987 to January 1989, involves five components: (1) evaluating the intentions of the project based on the perspectives of the Minister of Education, which is funding the project, and of key members of the management team; (2) documentation of actual program activity; (3) reassessment of intended processes and outcomes; (4) evaluation of outcomes and project status; and (5) recommendations for program adaptation, based on three activities--creation of a preliminary priorities list, a working conference of experts, and preparation of a "white paper." (15 references) (EW)

ED 297 734 IR 052 083

Simon, Hans-Reiner
Reisebericht London: Interner Workshop: "Knowledge Based Systems in Information Science" (London Travel Report: Internal Workshop: "Knowledge Based Systems in Information Science").
PUB DATE- Jul 84
NOTE- 25p.; A summary of the British-German Seminar for Education and Training in the Information Field (London, England, July 24-26, 1984).
LANGUAGE- German; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Databases; *Bibliometrics; Developed Nations; Employment Opportunities; Foreign Countries; Higher Education; *Information Science; Information Scientists; *Library Education; *Online Searching; *Research Projects
IDENTIFIERS- Gesellschaft fur Information und Dokumentation; Great Britain

Written in German, this report summarizes a workshop on teaching and research activities in information science that was held at the City University, London, and attended by faculty and students from the university's Department of Information Science and H.-R. Simon of the GID (Gesellschaft fur Information und Dokumentation), Frankfort am Main, West Germany. Techniques for using information collected from electronic databases to carry out research on bibliometrics are discussed, as well as ways to encourage cooperation between the Department of Information Science and the GID. Attachments to the report, which are in English, include bibliographies of 39 publications by Nicholas J. Belkin and 66 publications by R. T. Bottle; abstracts of two London University theses, "The Statistical Analysis of Bibliographic Data" (J. E. Roughly) and "Statistical Studies of Patents Literature" (Michael David Dixon); and an article entitled "Shortage of Qualified Information Workers" (R. T. Bottle, C. A. Crossley, and F. Earnshaw) reprinted from "Chemistry and Industry." (Author/EW)

ED 297 793 JC 880 315

Corley, Sherie P.
The Advisory Committee and Its Role in Program Planning at the Community College.
PUB DATE- Jul 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *College Planning; Community Colleges; Models; *Program Development; Program Evaluation; Two Year Colleges; *Vocational Education

A discussion is provided of the role of the advisory committee in postsecondary vocational education. First, the development of federal legislation creating advisory committees at the national and state levels, and mandating the formation and defining the duties of local advisory committees is reviewed. The next section explains the process of setting up an occupational advisory committee, covering criteria for selecting committee members, the involvement of college administrators in the organization of the first meetings, organizational structures, and committee tasks. Next, the paper stresses the importance of in-service education to keep the committee appropriately focused, of ongoing communication between the committee and the college administration, and of recognizing the contributions of the individual members of the committee. The final section presents the Oregon State Advisory Council on Career and Vocational Education as a model for the involvement of business, industry, and labor in vocational program evaluations. (EJV)

ED 297 807 JC 880 352

Performance Profile, Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jan 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; *Employment Patterns; *Outcomes of Education; Participant Satisfaction; State Surveys; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Maryland

Designed to provide data to the Maryland community colleges for self-improvement and to demonstrate institutional accountability, this performance profile presents longitudinal information on student outcomes by college. The following data are presented: (1) percentage of career credit students employed full time in their field of training, 1980-1986; (2) percentage of employers rating training of graduates as very good or good, 1980-1986; (3) percentage of graduates passing the State Nursing Licensing Examination on their first attempt, 1982-1986; (4) employment status of 1986 career graduates in 1987; (5) employer ratings of career training of 1986 graduates; (6) percentage of transfer credit students who achieved their transfer goal, 1980-1986; (7) percentage of transfer students in good academic standing at their four-year institution, 1983-1986; and (8) percentage of students rating their transfer preparation as very good or good, 1986. Technical notes on data sources are included. (EJV)

ED 297 849 PS 017 458

Nurmi, Jari-Erik
Parent-Child Interaction and Adolescents' Future Orientation: The Effects of Age and Sex.
PUB DATE- Jun 88
NOTE- 9p.; Paper presented at the European Conference on Developmental Pychology (3rd, Budapest, Hungary, June 15-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Attitude Change; Family Relationship; Foreign Countries; *Long Range Planning; *Parent Child Relationship; *Parent Influence; *Parent Role; Psychological Studies
IDENTIFIERS- Finland
A number of studies have shown that parent-child interaction influences the manner in which adolescents see their future. In an investigation designed to determine whether this influence varies according to the child's age and sex, 57 Finnish adolescents were interviewed at ages 11 and 15 about their hopes for the future. The internality, optimism, complexity of plans, and level of their realization were estimated from the answers. In addition, adolescents filled out questionnaires measuring the degree of parental control and amount of family discussion. Results showed an evident age and sex-related pattern in the influence of parent-child interaction on adolescents' future orientation. Parental control measured at age 11 decreased internality, optimism, and planning activities at ages 11 and 15, especially among girls. But parental control measured at age 15 did not influence adolescents' thinking. In contrast, family discussion, particularly at age 15, increased levels of optimism, planning, and realization. Two tables are appended. (Author/SKC)

ED 297 493 EC 210 344

Management of Chronic Infectious Diseases in School Children.
Illinois State Board of Education, Springfield.; Illinois State Dept. of Public Health, Springfield.
PUB DATE- Sep 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Administrative Policy; *Cleaning; *Communicable Diseases; *Disease Control; Elementary Secondary Education; Policy Formation; Prevention; Program Development; Program Implementation; Rubella; Sanitation; *School Administration; School Maintenance; *School Policy
IDENTIFIERS- Cytomegalovirus; Hepatitis; Herpes Simplex; Illinois

This document contains guidelines for developing policies and procedures related to chronic infectious diseases, as recommended by the Illinois Task Force on School Management of Infectious Disease. It is designed to help school personnel understand how infectious diseases can be transmitted, and to assist school districts in the development and implementation of school programs that will meet the needs of students who have chronic infectious diseases while preventing the spread of such diseases in the school setting. A chapter on general management of infectious disease focuses on: establishing prevention procedures; maintaining a safe, clean, and healthful school environment; cleaning up body fluid spills; developing special procedures for early childhood, day care, and special classroom settings; and selecting an appropriate disinfectant. Specific diseases covered include: congenital rubella syndrome, hepatitis B, cytomegalovirus (CMV) infections, acquired immunodeficiency syndrome (AIDS) and AIDS related complex (ARC), and herpes simplex. Each disease is described along with its mode of transmission, its prevention, and the management of infectious students in the classroom. (JDD)

ED 297 575 FL 017 484

de Wolf, Gaelan Dodds
Phonological Variability in Canadian English.
PUB DATE- Dec 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; Diachronic Linguistics; *English; Foreign Countries; *Language Variation; *Phonology; *Regional Dialects; *Sociocultural Patterns
IDENTIFIERS- Accents; British Columbia (Vancouver); Canada; *English (Canadian); Ontario (Ottawa)
A study compared salient variables of Canadian English from two concurrent sociodialectal surveys, one for Ottawa, Ontario and one for Vancouver, British Columbia. Using the Labovian model of phonological variation in association with sociological parameters and other linguistic variables within each specific area, the analysis investigated four variables. Results indicated certain points of social and regional phonetic divergence and different rates of sound change. It was concluded that whereas pressures of conservatism, such as higher socioeconomic status and age, female sex and regional influence, were retarding change, opposing social or cultural forces were also encouraging shift. However, while differences in the occurrence of the independent variables would appear to reaffirm the importance of geography in establishing local accent, exerting an undeniable influence on the model, the opposition of social factors, singly or in combination, within a regional variety, leads to patterns of innovation and change. Further research is recommended. (MSE)

ED 297 622 HE 021 303

Scott, Dick
Working with Gay and Lesbian Students.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Mar 88
NOTE- 5p.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Attitude Change; *College Students; Higher Education; *Homosexuality; *Sex Differences; Sexuality; *Social Development; Social Discrimination; Student Organizations; *Student Personnel Services; Student Rights; Student Unions
Homosexual college student issues of significance to college student union and student activities professionals are discussed. It is suggested that the knowledge base should include an understanding of various theories of sexual orientation development, the unique developmental tasks that gay men and lesbians face, legal sanctions and rights, and the AIDS epidemic. Developmental tasks identified have to do with: coming out; positive self-concept; primary relationships; homophobia and harassment; discrimination; and dealing with rejection. Issues for the campus environment include institutional policies, personnel attitudes, and harassment. The college union and student activities staffs can provide guidance for student organizations, topics in lectures or films, campus leaders' education, and reading room offerings to help both gay and non-gay students. Contains 12 references. (LB)

ED 297 637 HE 021 604

An Inventory of Academic Degree Programs in South Carolina. Thirteenth Edition.
South Carolina Commission on Higher Education, Columbia.
PUB DATE- 87
NOTE- 182p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; *Degrees (Academic); Higher Education; Intellectual Disciplines; *Majors (Students); Postsecondary Education; Private Colleges; Public Colleges
IDENTIFIERS- *South Carolina

An inventory of academic degree programs in South Carolina is intended as an aid to institutional and to statewide planning for postsecondary education. In Part I, programs are listed by category (50 subject areas), using the National Center for Education Statistics' Classification of Instructional Programs. The following degree programs are covered: agricultural education; architectural education; area studies; ethnic studies; business education; administrator education; marketing; communications; computer science education; teacher education; engineering education; language instruction; allied health occupations education; home economics; legal education (professions); industrial arts; liberal arts; library science; biological sciences; science education; mathematics education; comparative education; recreation; philosophy; theology; physical sciences; psychology; public affairs education; social sciences; vocational education; building trades; visual arts; theater arts. In Part II, listings are by institution (public senior colleges and universities, private senior colleges and universities, two-year campuses of the University of South Carolina, private two-year colleges, and technical colleges). Program levels are categorized into six groups: diplomas or certificates; associate degrees; baccalaureate degrees; masters degrees; education specialist degrees or advanced certificates in education; and doctoral degrees. (KM)

ED 297 706 IR 013 410

Pea, Roy D.
Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

PUB DATE- Mar 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Computer Software; *Cultural Influences; Database Management Systems; Educational Technology; Elementary Secondary Education; Epistemology; *Mathematics Curriculum; *Problem Solving; *Writing (Composition)
IDENTIFIERS- *Spreadsheets

This paper considers the possibilities of using computers not only to amplify, but to reorganize children's thinking and mental functioning. These two different conceptualizations of the transformational role of noncomputer cognitive technologies (such as written language) in human intelligence and cognitive change are sketched, and the different implications to be drawn from these conceptualizations are considered in relation to human thinking and the educational processes. Several examples of software as cognitive technologies are analyzed, and the advantages of the reorganizer approach are detailed. It is argued that since the cognitive technologies we invent can serve as instruments of cultural redefinition (shaping who we are by what we do), the selecting of values for educational goals becomes important. Finally, it is suggested that the urgency of updating educational aims and methods recommends an activist research paradigm for simultaneously creating and studying changes in the processes and outcomes of human learning with new cognitive and educational technologies. (117 references) (EW)

ED 297 764 IR 052 484

Attracting Students and Teachers to the Library Media Center.
Texas Education Agency, Austin.
REPORT NO.- TEA-Pub.-No.-GE7-370-03
PUB DATE- 87
NOTE- 39p.
AVAILABLE FROM- Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bulletin Boards; Elementary Secondary Education; Exhibits; Games; Guidelines; *Learning Resources Centers; Librarians; *Library Services; Media Specialists; *Outreach Programs; *Public Relations; School Libraries

This guide presents a number of activities that are designed to attract students and teachers to the school library media center. Included are ideas and suggestions gleaned from various professional journals, books, and library media specialists around the state of Texas, such as: (1) games, contests, and reading clubs; (2) bulletin boards; (3) exhibits and displays; (4) signage, library forms, and bookmarks; (5) special days, weeks, and months; and (6) book fairs. While most of the activities suggested are designed for elementary and middle/junior high schools, they can be adapted to high schools. A bibliography of public relations information is provided, which includes sources of posters. The appendixes contain reproducible items (Readers' Clubs, reading games, clip art samples, bookmarks) useful in the library media center setting. (3 references) (CGD)

ED 297 779 IR 052 500

Book Preservation Technologies. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-O-376
PUB DATE- May 88
NOTE- 26p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (GPO Stock Number 052-003-01103-4, $5.00 for the entire report). For the complete report, see IR 052 499.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Books; Libraries; *Paper (Material); *Pilot Projects; *Preservation; *Program Evaluation; Public Policy
IDENTIFIERS- *Library of Congress; *Paper Deacidification

This report summarizes an Office of Technology Assessment (OTA) report on the deacidification program underway at the Library of Congress. Because of the particular concerns of engineering and safety that have been raised in connection with this program, this report focuses on its effectiveness and safety, and compares the current program to other alternatives. The OTA findings suggest that more research and planning should be undertaken before embarking on a full-scale program using the DEZ (diethylzinc) process developed for the Library of Congress, and it is recommended that other alternative strategies be more fully explored. The text is supplemented by photographs, tables, and diagrams. (EW)

ED 297 865 PS 017 496

Czech, Rosemary Hughes

Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.

PUB DATE- 88
NOTE- 68p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; Educational Improvement; *Elementary School Students; Grade 1; Home Visits; *Homework; Intervention; *Parent Role; Primary Education; *Reading Achievement; *Student Motivation; Workshops
IDENTIFIERS- *Parents as Teachers

A practicum designed to help 10 first-graders successfully complete their homework, and to involve their parents as teachers at home, was implemented by a school social worker who was a member of a multidisciplinary child study team that assisted students with academic, social, and behavioral problems. Many children referred to the child study team for academic reasons had difficulty completing homework assignments. Test scores indicated that children who did not complete homework assignments performed poorly on standardized tests. Parents of these children frequently requested information on ways to help their children at home. Practicum objectives were met through: (1) use of a computer to chart the completion of homework assignments; (2) a system of rewards designed to motivate students; and (3) workshops and home visits that trained parents to assist their children. Practicum evaluation data indicated that all objectives were met. In addition, results of pre- and posttesting with the Ginn Reading Program Level Test indicated that homework was an effective means of improving reading achievement among grade 1 students. Related material is provided in 10 appendixes. (RH)

ED 297 534 EC 210 385

Sheeline, Mary C.

Positive Effects of Implementing Special Education Strategies in the General Classroom.

PUB DATE- May 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Cognitive Style; *Educational Methods; Interpersonal Competence; *Learning Disabilities; *Learning Strategies; *Metacognition; Prevention
IDENTIFIERS- *Regular and Special Education Relationship

The growing move to reintegrate special education within the general education system forms the background and rationale for this paper's proposals. Discussion includes the suggestion that general education students can benefit from explicit instruction in learning strategies which have been primarily used with only learning disabled students. Specifically recommended are strategies which train students to develop their metacognitive and social cognitive awareness and academic skill levels. It is argued that explicit exposure to learning strategy training at the elementary and intermediate levels will serve a variety of positive purposes, from individual learning empowerment to prevention of secondary level academic failure. (Author)

ED 297 548 EC 210 400

Lee, William W.

Microcomputer Evaluation and Production Guidelines for Students with Learning Disabilities: Two Studies.

PUB DATE- 17 Oct 87
NOTE- 39p.; Paper presented at the Annual International Conference on Learning Disabilities (San Diego, CA, October 17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; Guidelines; *Instructional Material Evaluation; *Learning Disabilities; Mastery Learning; *Microcomputers; Readability; Standards

The two studies established an empirically derived set of guidelines for producing and evaluating microcomputer courseware for students with learning disabilities. About 100 teachers of learning disabled students in Pennsylvania and Virginia participated in field testing the guidelines. The first study was conducted in four steps: first, development and validation of the instrument; second, establishment of interrater agreement on one piece of courseware; third, rank ordering by teachers of the importance of criteria on the instrument; and fourth, use of the instrument to rate four pieces of courseware. Study 2 duplicated the third step of the original study with different teachers. The conclusions of the study established nine essential criteria for evaluating and producing software: (1) directions the students must read should be simple; (2) alternate means of presenting the same concept must be provided; (3) the screen must be uncluttered; (4) minimal keyboard skills should be necessary; (5) feedback regarding correctness or incorrectness must be provided; (6) adequate opportunity to review concepts must be provided; (7) very basic skills that non-handicapped students would learn incidentally must be taught; (8) prompts to keep students moving through the program must be provided; and (9) the courseware must aim for mastery learning. The questionnaire and tables are appended. (Author/DB)

ED 297 591 FL 017 500

Brutten, Sheila R.; And Others
Measuring the Instructional Sensitivity of ESL Reading Comprehension Items.

PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; *Difficulty Level; *English (Second Language); Higher Education; Language Tests; *Reading Achievement; *Reading Comprehension; Second Language Instruction; *Test Items; Test Theory

A study attempted to estimate the instructional sensitivity of items in three reading comprehension tests in English as a second language (ESL). Instructional sensitivity is a test-item construct defined as the tendency for a test item to vary in difficulty as a function of instruction. Similar tasks were given to readers at different proficiency levels and behavioral correlates were sought reflecting differences in time on task, as measured by the differences in content covered or "opportunity to learn." The assumption is that if behavioral differences can be attributed to differences in time on task, then those differences will be likely candidates for subsequent true-experimental design research in which they are systematically manipulated to ascertain whether instruction has been effective. The results were inconclusive and ran counter to expectations, suggesting the need for further research with a different variable and different instructional sensitivity indices. (Author/MSE)

ED 297 608 FL 017 542

The International Approach: Learning English through Content Area Study.
LaGuardia Community Coll., Long Island City, NY. International High School.
PUB DATE- 87
NOTE- 116p.; A paper based on this report was presented at the Annual Convention of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; Course Descriptions; Cross Cultural Training; *Curriculum Development; English (Second Language); Ethnic Groups; *Experimental Schools; Guidance Programs; High Schools; Immigrants; Individual Development; Intergroup Education; Internship Programs; Law Related Education; *Limited English Speaking; Mathematics; Nontraditional Education; Physical Education; Physics; Popular Culture; *Program Design; Programs; *School Orientation; Second Language Instruction; Theater Arts; United States Literature; World Literature; Yearbooks
IDENTIFIERS- *Content Area Teaching

Descriptive material about LaGuardia Community College International High School's program teaching English to limited-English-speaking students through content area instruction includes descriptions of individual program elements and courses. Two courses in the integrated learning center--a course on orientation to school and society, and a course on immigration--are discussed. Two courses in the personal and career development program are also discussed. One deals with individual characteristics and the other prepares students for internships. The guide also lists other course material in the following areas: growing up in the 80s, American literature, world literature, yearbook writing, American studies, international studies, human development, physics, sequential mathematics, mathematics fundamentals, criminal justice, physical education, art, music, and theater arts. (DJD)

HE

ED 297 651 HE 021 619

Trends in Geographic Origins of Students. Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- May 88
NOTE- 592p.; For Volumes I and II, see HE 021 617-618.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Admission Criteria; Educational Assessment; Enrollment Influences; *Enrollment Trends; *Full Time Students; *Geographic Distribution; Higher Education; In State Students; Out of State Students; *Place of Residence; Residence Requirements; *State Colleges; *State Surveys
IDENTIFIERS- New York; *State University of New York

The results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the Fall 1987 term are presented. All credit course students and all institutions of the State University system are included. This third of three volumes focuses on enrollment trends. Student and institutional data elements entering into this report are: student level; student load; student history; permanent residence; county of location; New York State Planning region; and contiguous counties. A map of SUNY institutions and a chronology of their dates of establishment are provided. The report's three parts look at: percentage trends of full-time students by permanent residence from 1959 through 1987; trends in first-time full-time enrollments by institution from 1981-1987; and trends in first-time full-time enrollments by county from 1981-1987. A publications list of the Central Staff Office of Institutional Research is provided. Volumes I and II focus on three distinct types of summaries using the individual institution as the unit of analysis and reports displaying credit course students by origin or origin grouping. (SM)

ED 297 665 HE 021 633

Berman, Paul; And Others
Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.
Berman, Weiler Associates, Berkeley, CA.
SPONS. AGENCY- California State Postsecondary Education Commission, Sacramento.
PUB DATE- Jan 88
NOTE- 179p.; For related documents, see HE 021 631-632.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Faculty; College Instruction; *Community Colleges; *Faculty Development; Higher Education; Needs Assessment; Professional Continuing Education; Program Costs; Questionnaires; Released Time; Sabbatical Leaves; *State Colleges; *State Universities; Statistical Analysis; Statistical Bias; Surveys; Teacher Attitudes; Teacher Participation; Travel
IDENTIFIERS- *California; California Community Colleges; California State University; University of California
The third volume of this three-part report provides additional information concerning a study of faculty development in the three segments of California public higher education: the University of California, California State University, and the California Community Colleges. Section I of this volume presents study findings and background material on faculty development that were not included in Volume II (Findings): context and categories of faculty development, faculty perceptions of effectiveness, and development activity by rank and gender. Section II describes the study's design and methodology. Section III presents statistical estimates bearing on the findings presented in the first two volumes (inter-subject variation, non-response bias, and gender and rank biases). Thirty-five tables are presented. Two appendices list the members of the study's advisory committee and examples of study data collection instruments which comprise one-third of the document. (KM)

ED 297 679 HE 021 658

Sweet, Arleene, Ed.
Trends in Instructional Programs: Missouri Public Four-Year Colleges and Universities. Fiscal Year 1983-Fiscal Year 1987.
Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- Jun 88
NOTE- 67p.
AVAILABLE FROM- Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); Educational Finance; *Enrollment Trends; Faculty; Full Time Equivalency; Full Time Students; Graduate Students; Higher Education; *Instructional Effectiveness; Majors (Students); Minority Groups; Outcomes of Education; Part Time Students; Professional Education; Sex Bias; *State Surveys; Undergraduate Students
IDENTIFIERS- *Missouri
An overview of changes related to instructional programs that have occurred at Missouri's public four-year institutions between fiscal year (FY) 1983 and FY 1987 is provided. This updates a similar report published in 1983 for the years 1972-1982. It is part of an effort to employ an analysis of enrollment patterns, program mix, and institutional resource utilization to determine the effects of these factors at the state and institutional levels on the achievement of the higher education public policy goals of financial access, institutional quality in terms of mission, and funding efficiency. The subjects are: enrollment trends, FY 1983-FY 1987 (background, full-time equivalency enrollment, student level, part-time/full-time status, market share distribution, and summary observations); degrees conferred, FY 1983-FY 1987 (degree levels, discipline differences, discipline differences by sector, and summary observations); minority participation, FY 1983-FY 1987 (student level, student status, sector differences, degrees conferred, gender differences, and summary observations); and productivity trends, FY 1984-FY 1987 (instructional research staff, instructional expenditures, credit hours produced, credit hours produced per instructional staff, expenditures per credit hours produced, and summary observations). (SM)

ED 297 693 IR 012 326

Lewis, R.
A Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
Lancaster Univ. (England). Dept. of Psychology.
PUB DATE- Jun 86
NOTE- 53p.; Information Technology and Education Programme. For a report on the EUDISED (European Documentation and Information System for Education) database, see ED 261 692. Some pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Databases; *Educational Technology; *Indexing; *Information Retrieval; Information Scientists; *Information Technology; *Subject Index Terms; *Thesauri
IDENTIFIERS- Economic and Social Research Council; *Query Formulations
Prepared for use by the Information Technology and Education (ITE) Programme of the Economic and Social Science Research Council (ESRC), this draft document is based on the 1984 EUDISED (European Documentation and Information System for Education) Thesaurus for Information Processing. This draft is a modified thesaurus which aims to keep as close as possible to the "standard" work while allowing for new developments in information technology that have emerged in research and practice over the past few years. The descriptors that are used to represent keywords and concepts in this area are presented in diagrams, or terminographs, one of three forms of presentation used in the EUDISED Thesaurus. Introductory materials provide an example and explanation of terminographs--i.e., clusters of descriptors related to a specific topic displayed hierarchically and showing the relationships between the descriptors; guidance for the selection of descriptors for classifying and indexing documents for effective retrieval by searchers; some guidelines for formulating search queries; notes on the terminographs presented in this draft together with a list of modifications made to the EUDISED terminographs; an index to the terminographs; and the 37 terminographs included in this draft. A brief description of the ESRC Programme and a brief list of ESRC papers relating to information technology and education close this paper. (DJR)

ED 297 721 IR 013 426

Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO.- BKR/88/M/28-2650
PUB DATE- 88
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Child Development; *Educational Change; Educational Opportunities; *Educational Planning; Educational Policy; *Foreign Countries; *Literacy; Telecommunications
IDENTIFIERS- *Asia Pacific Region

Designed to facilitate the dissemination of information and sharing of experiences among countries in Asia and the Pacific, this annual publication includes special reports, reviews of recent publications and studies, and notes on Asian documents and sources of documents concerned with recent trends in educational development, reforms and renewal, modernization, innovations, and experimentations in the region. Two special reports review the Asia-Pacific Programme of Education for All (APPEAL), and educational policies, plans, and perspectives in three countries, i.e., China, India, and the Philippines. Reviews are provided of recent publications and studies in the following areas: educational challenges in Japan; educational reform in the Republic of Korea; secondary education and youth in Australia; improvement of higher education management in Australia; decentralized educational planning in Papua New Guinea; school clusters in Thailand; child development and child rearing practices in Asia; the child and family development project in Thailand; the psychology of literacy; communication technology in Southeast Asia; and education as a commodity. Sources for the documents reviewed in this issue are included, as well as an update of the list of publications available from the UNESCO Principal Regional Office for Asia and the Pacific. (EW)

ED 297 735 IR 052 293

South Carolina State Library Annual Report, 1986-1987.
South Carolina State Library, Columbia.
PUB DATE- 87
NOTE- 67p.; For the 1985-1986 report, see ED 281 562.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Administrative Organization; Annual Reports; Blindness; Charts; Computer Networks; Disabilities; Institutional Libraries; Library Administration; Library Networks; *Library Services; Library Statistics; *Library Technical Processes; Public Libraries; State Libraries
IDENTIFIERS- *Library Development; *South Carolina State Library

This report to the Governor and state assembly members reports two major achievements during the year: the opening of a new library facility for the blind and physically handicapped, and the continued growth of the computerized networking system linking the public libraries of the state. Introductory materials include lists of the members of the South Carolina State Library Board and of the library staff; an organizational chart; a history of the South Carolina State Library; and highlights of fiscal year 1986-1987. A summary of the activities of the Division of Library Development then describes Administrative Services; Field Services (state aid for public libraries, federal aid to South Carolina libraries, continuing education for librarians, library services for the disadvantaged, literacy programs, audiovisual services, library service to children, institutional library services, and public library construction); and Library Services to the Blind and Physically Handicapped. A discussion of Division of Library Services activities includes Reader Services (reference and information services to state government, legislative reference service, interlibrary loan service, the South Carolina Library Network, and government documents); and Technical Services. Reports on state library awards and volunteer services are also provided, as well as a listing of South Carolina State Library publications and statistical data on state library collections, interlibrary loans, expenditures of state and federal funds, and public, college, and institutional libraries. Directories of public, college, and institutional libraries are also provided. (CGD)

ED 297 749 IR 052 465

Essential Skills. Library/Research/Reference.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Nov 84
NOTE- 21p.; For a companion activities guide, see IR 052 466.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Behavioral Objectives; Elementary Secondary Education; Learning Resources Centers; *Library Instruction; *Library Skills; *Minimum Competencies; *Research Skills; School Libraries; State Curriculum Guides; *State Standards
IDENTIFIERS- *Kentucky

This document lists the essential library, research, and reference skills to be mastered at each grade level from K to 12 in the Kentucky schools. This list was prepared in response to state legislation calling for the teaching and testing of essential skills in reading, writing, spelling, mathematics, and library, research, and reference skills in every grade. The skills are listed at the grade level at which they will be mastered and at which they will first be tested. Once tested, the skills will be subject to retesting at subsequent grade levels in order to check for maintenance and expansion. Either the classroom teacher or the librarian may introduce all or some of the library related skills, and both together should plan instruction for these skills. Local district representatives and state education department consultants who assisted in the preparation of the document are listed. (EW)

ED 297 794 JC 880 318

Carson, Virginia M.
Supervision of Part-Time Faculty: A Model for Community Colleges.
PUB DATE- 88

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty College Relationship; *Part Time Faculty; *Teacher Administrator Relationship; *Teacher Supervision; Two Year Colleges

Although 57% of community and junior college faculty are employed on a part-time basis, the supervision of adjunct faculty has received little attention in the literature. Reports on part-time faculty have generally dealt with their personal and professional characteristics, their job responsibilities and relationship to the college, and their effectiveness as instructors. The literature is replete with information and recommendations concerning in-service education for part-time faculty, but lacking in guidelines for faculty supervision. Based on the literature that does exist, it would seem that institutions should identify a supervisory position to coordinate instruction provided by part-time faculty, including responsibilities for recruitment, hiring, scheduling, orientation, counseling, in-service education, and evaluation. The evaluations of part-time faculty should include both student evaluations, classroom observations, and post-observation conferences. Since community colleges are likely to have significant numbers of part-time faculty for the next decade, research on the impact of part-timers on the student learning environment is in order. (EJV)

ED 297 808 JC 880 353

Ahles, Catherine B.
Macomb Community College Community Relations Plan, 1988.
Macomb County Community Coll., Warren, Mich.
PUB DATE- 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; *Educational Needs; Needs Assessment; Organizational Objectives; Program Evaluation; *Public Relations; *School Community Relationship; Two Year Colleges

Based on the premise that effective community relations planning must include an assessment of local needs, a response to these needs, evaluation of program effectiveness, and reports back to the public, this community relations plan for Michigan's Macomb Community College (MCC) recognizes and records ongoing activities and suggests appropriate new initiatives. Part I underscores the importance of positive relations between institutions of higher education and the local community. After part II identifies the problems impeding MCC's growth and achievement of its advancement goals, part III lists the sources of information on community relations reviewed by MCC staff. Part IV presents the results of internal and external needs assessments, focusing on academic affairs; student and community services; trends in lifestyles, working habits, and public attitudes toward business and politics; demographics; county economic and infrastructural needs; and community concerns. Part V states MCC's community relations philosophy and goals. In part VI, an action plan is provided, covering long-term objectives, implementation, periodic reappraisal, and a needs-based matrix of local community relations. After part VII identifies the community groups of importance to MCC, part VIII sets forth community relations objectives for each group and part IX presents communications and media strategies. Parts X and XI focus on evaluation procedures for the community relations program. Finally, part XII explains procedures for reporting back to the community and making program adjustments. Appendixes include data on MCC and the community and a 59-item bibliography. (AYC)

ED 297 822 JC 880 372

Community College Laws of North Carolina, 1987 Edition.
North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Mar 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Administration; *Community Colleges; Educational Finance; *Educational Legislation; *Financial Support; Government Role; Proprietary Schools; *State Legislation; Tuition; Two Year Colleges
IDENTIFIERS- *North Carolina

This publication contains the laws governing the community college system of North Carolina (Chapter 115D of the General Statutes of North Carolina, and other relevant statutes in Chapters 115, 115B, and 116). Chapter 115D contains provisions applying to state administration, local administration, financial support, budgeting, accounting, and fiscal management, special provisions, the creation and administration of the North Carolina Vocational Textile School, nondiscrimination, access to information and public records, open meetings of the State Board of Community Colleges, and proprietary schools. Chapter 115B authorizes a tuition waiver for senior citizens. Chapter 115C-154 enumerates the duties of the State Board of Education with respect to vocational education, while chapter 115C-158 considers the division of federal funds for vocational education between secondary and postsecondary educational systems. Chapter 115C-338 presents provisions for the salaries of employees injured during "an episode of violence." Finally, article 14 of chapter 116 states general provisions related to tuition and fees in state institutions. (EJV)

ED 297 836 JC 880 395

Agreement between Area Board of Vocational, Technical and Adult Education District One and District One Vocational, Technical Teachers' Association (WEAC, NEA), July 1985-June 1986.
Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire.
PUB DATE- 85
NOTE- 35p.; Part of a collection of collective bargaining agreements compiled by the National Education Association. Small/smudged type may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts
This collective bargaining agreement between the Area Board of Vocational, Technical, and Adult Education District One and the District One Vocational, Technical Teachers' Association establishes management, faculty, and union rights and terms of employment for July 1985 to June 1986. The 12 articles in the agreement set forth provisions related to: (1) recognition and rights of the union; (2) management rights; (3) dues checkoff; (4) grievance procedures; (5) working conditions, including seniority, transfer procedures, promotion procedures, summer school, professional standards, retirement policy, teaching assignments and duties, evaluation procedures, and academic freedom; (6) administrative responsibility for informing faculty of special student needs; (7) safety and health; (8) personal and professional leaves of absence; (9) salary and fringe benefits; (10) administrative directives; (11) advisory committee meetings; and (12) rules governing the agreement. A salary schedule and school calendar are appended. (EJV)

ED 297 850 PS 017 472

Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-87-4-rev
PUB DATE- 10 Jun 88
NOTE- 16p.; For other reports on this project, see ED 295 745-751 and PS 017 473-474.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Class Size; Developmental Continuity; *Educational Objectives; *Educational Research; *Educational Responsibility; *Educational Trends; *Elementary Education; Elementary School Curriculum; Foreign Countries; Grouping (Instructional Purposes); Parent School Relationship; Policy Formation; *Public Schools; School Community Relationship; School Schedules; Student Evaluation; Teacher Education
IDENTIFIERS- England; Northern Ireland; Scotland; *United Kingdom; Wales

The three sections of this report on primary education in the United Kingdom provide basic information, discuss problems and trends, and describe recent studies of primary education. After a list of the aims of primary education, section one briefly discusses (1) differences in the educational systems of England and Wales, Scotland, and Northern Ireland; (2) links between preschool and primary education and between primary and lower secondary education; (3) the number of primary school pupils and teachers; (4) grouping of pupils and official class sizes; (5) lengths of the primary phase of education, and the school day, week, and year; (6) major areas of the curriculum; (7) methods of pupil assessment; (8) teacher education; (9) available support services; and (10) institutional links between primary school, parents, and community. Section 2 notes the decrease in the number of teachers; the need for teachers with varied curricular expertise; and interest in issues of management, leadership, and curriculum planning. Also mentioned are teaching of science, environmental studies, and art and craft work, and the need to provide for an increasing number of 4-year-old children. Annotated citations of seven recent studies of primary education are provided in section 3. (RH)

ED 297 880 PS 017 518

Cohn, Sheryl L.
Introducing Multicultural Curricula into Early Childhood Education.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Day Care Centers; Early Childhood Education; *Learning Activities; *Multicultural Education; *Parent Participation
The executive director of a day care center designed a project to introduce multicultural materials into the center's early childhood curriculum. The primary goal of the project was to improve the quality of the curriculum of the nationally accredited preschool by making it more culturally sensitive. Activities conducted to attain this objective included the design of age-appropriate lesson plans for teachers to use in their classrooms, distribution of letters to parents requesting their involvement, and the administration of a multicultural questionnaire to parents, teachers, and the center's director to determine if the program's curriculum had become more culturally diverse. Lesson plans were designed for units concerning self-awareness, similarities and differences, Native Americans, and Korean and Greek cultures. Evaluation data indicated that the outcomes of the intervention were positive. Teachers reported feeling comfortable with the multicultural materials. Parent participation was a positive experience for parents and children. Questionnaire data indicated an increase in the multicultural dimensions of the curriculum. Two sample unit plans are included. (RH)

ED 297 507 EC 210 358

Litvak, Simi; And Others
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
World Inst. on Disability, Berkeley, CA.
SPONS. AGENCY- Easter Seal Research Foundation, Chicago, Ill.; Mott (C.S.) Foundation, Flint, Mich.; San Francisco Foundation, Calif.
REPORT NO.- ISBN-0-942799-00-3
PUB DATE- Apr 87
NOTE- 212p.; The Wells Fargo Foundation also provided funding. For the Executive Summary, see EC 210 359.
AVAILABLE FROM- World Institute on Disability, 1720 Oregon St., Suite 4, Berkeley, CA 97403 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Day Care; *Attendants; Daily Living Skills; Delivery Systems; *Disabilities; Eligibility; Federal Programs; Financial Support; *Home Programs; Housekeepers; Models; National Surveys; Needs Assessment; *Normalization (Handicapped); *Physical Disabilities; Self Care Skills; Social Services; State Programs; *Visiting Homemakers
IDENTIFIERS- *Independent Living; Service Utilization
Data were gathered from 154 U.S. programs providing personal assistance services for the disabled. The survey identified approximately 850,000 people receiving community-based, publicly-funded personal maintenance, hygiene, mobility, or household assistance services, with physically disabled individuals being the most often served. The report explores the growth in the need for personal assistance services, explains the World Institute on Disability's rationale for studying this situation, and identifies the potential user population. Background information describes several federal and state programs providing personal assistance services. Survey data includes such information as number of programs per state, year of implementation, goals, state agencies administering the programs, and their funding sources. Analysis of program structure focuses on eligibility, services, hours of service availability, maximum service amounts allowed, direct service providers, determination of services allowed, and medical supervision. Also examined is program conformity to the Independent Living Model, in which the personal services attendant is managed by the user and no medical supervision is required. The study analyzes service recipients and program expenditures, and compares the availability of attendant services across the United States. The report concludes with an analysis of the need versus adequacy of the system to meet that need and makes several recommendations. (JDD)

ED 297 520 EC 210 371

((Metacognition and Related Teaching and Learning Strategies)).
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- Mar 87
NOTE- 8p.
AVAILABLE FROM- PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Processes; Educational Research; Elementary Secondary Education; Instructional Materials; Interpersonal Competence; *Learning Strategies; Mathematics; *Metacognition; *Mild Disabilities; Reading Comprehension; Teaching Methods; Writing Skills
IDENTIFIERS- *Strategy Training

Recent research and program development in the areas of metacognition and related teaching and learning strategies is the subject of this issue of the newsletter. The lead article reviews reasons for the current interest in cognition and metacognition, clarifies the concepts of cognitive and metacognitive strategy instruction, and describes key elements of effective strategy instruction as suggested by recent research. Applications of strategy instruction in such content areas as reading comprehension, written language, social skills, and mathematics are described, and possibilities for future program development are discussed. Additional sections of the newsletter highlight two instructional materials packages, summarize current articles and research on metacognition, and describe a videocassette program which illustrates critical teaching behaviors in each of eight identified steps for learning strategy instruction. (JW)

ED 297 561 FL 016 114

Tikunoff, William J.
An Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SBIF-81-R.7
PUB DATE- 83
NOTE- 34p.; For related documents, see FL 016 113-120.
CONTRACT- 400-80-0026
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Bilingual Education; Bilingual Education Programs; Classroom Communication; *Classroom Environment; *Classroom Techniques; Cubans; Cultural Awareness; Educational Assessment; Elementary Secondary Education; English (Second Language); Ethnic Groups; Hispanic Americans; *Language of Instruction; Limited English Speaking; Mexican Americans; *Program Effectiveness; Program Evaluation; Puerto Ricans; Scheduling; Student Participation; Teacher Characteristics; Teacher Influence; *Teaching Styles
IDENTIFIERS- Chinese People; Navajo (Nation)
The Significant Bilingual Instructional Features (SBIF) descriptive study identified, described, and verified important features of bilingual education for instuction of limited English proficient students. Part I involved the study of 58 classrooms and 232 students, grade K-12, at six diverse sites representing a variety of ethnolinguistic (Mexican, Puerto Rican, Cuban, Cantonese, and Navajo) and multilinguistic groups. The classrooms were nominated for their success as settings for bilingual instruction. A variety of qualitative and quantitative procedures were used to collect data on instructional organization, time allocation, teacher characteristics, classroom language use, students' academic learning time, and student participation styles. The investigation indicated that the nominated classrooms were characterized by (1) congruence of instructional intent, (2) use of active teaching behaviors, (3) use of the students' native language and English for instruction, (4) integration of English language development with basic skills development, and (5) use of information from the students' home culture. (MSE)

ED 297 866 PS 017 499

Donahue, Joseph T.
Developing a Community Based Model for Involvement in the Elementary School.
PUB DATE- Jul 88
NOTE- 215p.; Ed.D. Practicum, Nova University. Portions of appended material contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrator Role; *Committees; *Community Involvement; Cross Age Teaching; Elementary Education; *Inservice Education; Newsletters; *Organizational Change; Parent Participation; *Parent Role; Parent Teacher Conferences; School Community Relationship; Student Role; Volunteers
IDENTIFIERS- Cooperative Learning; *Parent Teacher Association
The principal of a public elementary school serving grades K through 6 developed a community involvement program for a school in which community involvement had not been a major factor in the educational process. Primary objectives of the practicum were to increase the number of parents and other community members participating in activities sponsored by the Parent Teacher Association (PTA) and acting as volunteers in the school. To attain these goals, the PTA was restructured and a variety of committees were formed to facilitate community involvement. Various programs were implemented to encourage individuals to become actively involved in the educational process, and in-service workshops helped parents and other community members to view themselves as equal partners and collaborators in children's education. Practicum evaluation data indicated that results were positive. The number of parents and other community members participating in PTA-sponsored activities increased by 16 percent, and the number of parents and community members acting as volunteers in the school increased by 220 percent. Related materials are provided in 36 appendixes. (RH)

ED 297 494 EC 210 345

Burnham, Brian; And Others
Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
York Region Board of Education, Aurora (Ontario).
PUB DATE- Sep 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Ability Identification; Comparative Analysis; *Educational Diagnosis; Foreign Countries; French; *Gifted; Grade 3; Immersion Programs; Predictive Measurement; *Predictive Validity; Primary Education; *Screening Tests; Siblings; Standardized Tests; *Testing Programs
IDENTIFIERS- Otis Lennon Mental Ability Test; Raven Progressive Matrices; *York Region Board of Education ON
The York Region Board of Education in Ontario, Canada, screens students for giftedness in grade 3. This report analyzes data produced in the 1986-87 screening procedure, involving approximately 3,400 students. The report begins with a review of procedural changes that were designed to make the screening more effective and efficient than earlier study cycles. Then the results of the most recent screening are examined, with the finding that scores on the Otis-Lennon Mental Abilities Test and Raven's Standard Progressive Matrices were better predictors of giftedness than parent or teacher recommendations and better than the testing of siblings of pupils previously identified as gifted. The data analysis reviewed the following specific issues: (1) errors in calculating or recording data; (2) male and female performances on the screening procedures; (3) effectiveness of the screening of French immersion pupils; (4) effectiveness of the screening of pupils with gifted siblings; (5) effectiveness of the Teacher Checklist as an initial screen; and (6) effectiveness of peer nomination as an initial screen. The report concludes with recommendations to further increase the effectiveness and efficiency of the screening procedures. (JDD)

ED 297 535 EC 210 386

Knoll, James, Ed.
Annotated Bibliography on Community Integration for People with Severe Disabilities.
Syracuse Univ., NY. Center on Human Policy.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 159p.
CONTRACT- 300-85-0076
AVAILABLE FROM- Syracuse University, Center on Human Policy, 724 Comstock Ave., Syracuse, NY 13244-4230 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Community Programs; *Community Services; *Delivery Systems; *Normalization (Handicapped); *Severe Disabilities

The bibliography contains approximately 180 references dated from 1976 through 1986 concerning community integration for persons with severe disabilities. Output of computer searches of bibliographic data bases was evaluated according to the degree to which each item reflected principles of community integration. Usually provided for each citation are title, author, publication date, source, cost, and a summary with critical comments. Citations are organized into the following categories and subcategories: perspectives on integrated community services; funding integrated community services; planning and coordinating a comprehensive community service system; services (community living, educational, vocational, respite and family support, case management, guardianship, early childhood); assuring quality services; programming (individual planning, serving people with challenging behaviors, serving people with physical disabilities, meeting people's medical needs in the community, skill development, staff training); achieving community acceptance; and parents, consumers, and advocates. Also included are title and author indexes to the citations. (DB)

ED 297 576 FL 017 485

Chun, Dorothy M.
How Women vs. Men Manage Discourse: Turn-Taking in German.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Texas Women Scholars Symposium (2nd, Austin, TX, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *German; *Intonation; *Paralinguistics; *Sex Differences; *Speech Communication; *Speech Habits
IDENTIFIERS- *Turn Taking
A study investigated the intonational patterns used by women and men at the ends of utterances for the purpose of managing discourse. The research sought to describe how intonation helps to signal that a speaker is through speaking and desires a response or reaction from the listener, or that the speaker is not through with a turn and wishes to keep the floor. The model incorporates the concepts of both discourse intonation and turn-taking. Data were drawn from the relatively formal natural speech in panel discussions taped from German television. Analysis does not substantiate the claim that women use more rising intonation than men, and suggests that the discourse context of utterances is of utmost importance in analyzing intonational features, regardless of the speaker's gender. No instances of inappropriate rising question intonation were found, but the use of less low-falling terminal intonation by women than men supports the theory of gender-different strategies for speech action. Further cross-cultural research on intonation patterns, especially from the perceptual perspective, and on pitch range and dynamism are recommended. (MSE)

ED 297 623 HE 021 426

Lodewijks, J. G. L. C.
Utilization and Research Programming: Major Concerns of Educational Policy Oriented Research for the '80s.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/Rech-(87)-43
PUB DATE- 1 Oct 87
NOTE- 20p.; Paper prepared for a Colloquy of Directors of Educational Research Institutions (Strasbourg, France, September 24-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Educational Policy; Educational Research; Higher Education; Information Utilization; *Policy Formation; Program Development; Research Needs; Research Opportunities; *Research Problems; *Research Utilization
IDENTIFIERS- *Netherlands
Educational policy research is discussed as it concerns the utilization and programming of research. Following a brief review of the development of the educational research system, Part 1 discusses the following utilization concerns: the gap between research and policymakers; the relationship of organizational setting to utilization (comparing instrumental and conceptual use of information); the use of scientific knowledge and the policy-making work flow; and limitations to utilization. Part 2 describes research utilization and programming in the Netherlands: the national Institute for Educational Research (SVO) and the Dutch educational support structure; a short history of educational research programming; SVO's research programs for educational policy and practice; and programming steps (inventory of research needs, problem survey, development of SVO research program documents, research contracting, and execution and monitoring). Part 3 identifies several dilemmas and concerns, including: improvement of certain research skills; the relationship of policy research to the characteristics of the organization that will use the outcomes; and the need for international cooperation and exchange. Contains 9 references. (KM)

ED 297 638 HE 021 605

South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.
South Carolina Commission on Higher Education, Columbia.
PUB DATE- 5 Dec 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; Black Students; College Faculty; *College Planning; College Students; Educational Finance; Enrollment; *Equal Education; *Equal Opportunities (Jobs); Fellowships; Governing Boards; Grants; Higher Education; Minority Groups; *Public Colleges; School Holding Power; State Aid; State Programs; *Statewide Planning; Student Financial Aid; Student Recruitment
IDENTIFIERS- *South Carolina

South Carolina's State plan for achieving equity and equal opportunity in public colleges and universities, beginning July 1, 1986, is presented. The purposes of the plan are to provide policies, goals, and strategies for continuing efforts to eliminate racial discrimination in the State's public higher education system, and to provide estimates of personnel and financial resources required to implement the plan and to monitor and report annually on implementation of the plan. The plan is divided into the following sections: (1) desegregation of student enrollment, faculty, staff, and governing boards of institutions of higher education (including student recruitment and retention, affirmative action, white student enrollment at traditionally black institutions, black representation on governing boards, financial assistance, institutional grants, school district projects, and graduate incentive fellowships); (2) maintaining enhancement measures at traditionally black institutions; (3) statewide monitoring, coordination, and budget; and (4) appendices (commission staff and the text of a commission response to a question concerning increasing minority representation on governing boards). (KM)

ED 297 765 IR 052 486

Dede, C. J.; And Others
Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
Research Inst. for Computer and Information Systems, Houston, TX.
SPONS. AGENCY- Lyndon B. Johnson Space Center, Houston, Tex.
PUB DATE- Jan 88
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Communications; *Computer Software; *Database Management Systems; Electronic Mail; Expert Systems; Heuristics; *Information Systems; Microcomputers; Programing Languages; *Space Sciences; *Systems Development; Technological Advancement; User Needs (Information)
IDENTIFIERS- Cognitive Sciences; *Microelectronics; *National Aeronautics and Space Administration
The first of 10 sections in this report focuses on factors that will affect the evolution of Space Station Project (SSP) documentation systems. The goal of this project is to prepare the space station technical and managerial structure for likely changes in the creation, capture, transfer, and utilization of knowledge about the space station which might be useful to personnel involved in any aspect of SSP. Probable shifts in information system attributes are delineated, such as hardware capabilities, database techniques, knowledge representation formats, and user interface functionalities that are likely to occur over the total period of space station development. The next section describes the major types of SSP information stations that will be developed over the next several decades. The following six sections analyze leading edge developments external to the National Aeronautics and Space Administration (NASA) that are apt to influence the development of these information systems, with particular emphasis on their documentation capabilities. Two final sections summarize the implications for NASA of these external developments. The functional requirements for the Technical and Management Information System and the Software Support Environment are appended. (182 references) (CGD)

ED 297 780 IR 052 501

Characteristics of Library Networks, 1985-1986. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-367b
PUB DATE- Apr 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110)
DESCRIPTORS- *Consortia; Continuing Education; *Interlibrary Loans; *Library Collection Development; Library Cooperation; *Library Networks; *Library Surveys; *Shared Library Resources

Information on library networks that was included in a survey conducted by the Center for Education Statistics--the "Survey of Library Networks and Cooperative Library Organizations: 1985-1986"--indicates that there were 760 library networks at that time, with aggregate library membership estimated to be 76,280. Over three-fourths of the networks were based on written agreements signed by each member. Services provided to network members came from three different sources: the network headquarters, the members themselves (to each other), and external sources such as vendors or consultants. The network headquarters provided a variety of services, while the most important services provided by the members was interlibrary loan (53%), and by external sources or contractors, catalog production (29%). The number of paid library network staff members was 9,845, with the average number of staff per network at 13. Library networks received $656 million in 1985-86, or an average of $863,000 per network, and spent $490 million, or an average of $642,000 per network. Federal grants amounted to 9% of all funds received, with federal, state, and local funds representing 36% of funds received by networks. (EW)

ED 297 795 JC 880 324

Platt, Gail M.
A Commitment to Literacy: The Learning Center's Annual Report, 1986-87.
South Plains Coll., Levelland, Tex.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Community Colleges; Educational Testing; *Independent Study; *Learning Laboratories; Program Descriptions; *Remedial Programs; *Tutorial Programs; Two Year Colleges
This report provides a comprehensive description and record of all academic support services provided to students through the South Plains College Learning Center. After an introductory statement clarifies the ever-increasing need for academic support services at open-door institutions, a philosophy and mission statement and a detailed description of the various services provided through the Learning Center are presented. Those services include: (1) the assessment of entry-level skills in reading, writing, and mathematics; (2) remedial/developmental course offerings for students who are identified as having weaknesses in these basic skills; (3) tutorial services; (4) an independent learning laboratory, featuring study carrels with electronic media and instructional support materials and a microcomputer laboratory with over 600 software programs; and (5) miscellaneous services provided in the Learning Center, such as study skills seminars, student success courses, writing and math labs, and tutor training activities. The descriptions include information on the numbers of students served, usage patterns, and outcomes/results. A discussion of program goals and recommendations for the future is presented next. The report concludes with comments regarding the lowering of college standards, "special needs" students, requests for center services by non-students, and the critical issue of program funding. (Author/EJV)

ED 297 592 FL 017 501

Shimatani, Hiroshi
An Examination of the Monitor Theory.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Language Processing; *Learning Theories; *Second Language Learning; *Skill Analysis; Theory Practice Relationship
IDENTIFIERS- Krashen (Stephen); *Monitor Theory
A discussion of Stephen Krashen's Monitor Theory (1982) of second language acquisition examines five main hypotheses: the acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. Several problematic elements of the theory are pointed out. The discussion supports the basic importance of conscious learning, which is disregarded in the Monitor Theory, and suggests an alternative way to look at language acquisition and learning phenomena from broader perspectives taking into account both skill acquisition theory and human information processing theory. More empirical research needs to be done to identify the developmental stages in second language acquisition and to define the most effective practice at each stage. (Author/MSE)

ED 297 707 IR 013 411

Char, Cynthia A.; Newman, Denis
Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- May 86
NOTE- 21p.; The work of the Interactive Video Project was supported by CBS, Inc. and Sony Corporation of America.
AVAILABLE FROM- Center for Children and Technology, Bank Street College of Education, 610 W. 112th St., New York, NY 10025 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Simulation; Databases; *Design Requirements; Elementary Secondary Education; *Instructional Design; Instructional Development; *Interactive Video; *Material Development; *Videodisks
IDENTIFIERS- Interactive Videodisc Project NY
This paper describes the highlights of a review of both commercially available videodiscs and research prototypes that was undertaken for the Interactive Videodisc Project, and sets out design principles suggested by the best examples, which take advantage of the unique characteristics of laser videodisc technology. Design options on three levels of interactivity are considered, with emphasis on Level 1 (ordinary videodisc player, with a handset for play, still/step, scan, fast forward, and reverse), and Level 3 (player attached to an independent computer, with the computer controlling the player). Level 1 design options discussed include use of variable motion, forward and reverse, and use of audio tracks; the Level 3 design options discussed include simulations and databases. Finally, certain exemplary discs are described which have made the most of the medium by intermixing the various symbolic forms, allowing each to play the role for which it is best suited. A list of the 30 videodiscs that were reviewed is provided. (3 references) (EW)

ED 297 750 IR 052 466

Essential Skills. Library/Research/Reference Activities.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jul 85
NOTE- 54p.; For the companion essential skills list, see IR 052 465.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Course Integrated Library Instruction; Elementary Secondary Education; *Learning Activities; Learning Resources Centers; *Library Skills; Minimum Competencies; *Research Skills; School Libraries; State Curriculum Guides
IDENTIFIERS- *Kentucky

This guide provides student activities to be used in teaching mastery of the essential skills in library research and reference required at each grade level from K to 12 in the Kentucky schools, pursuant to 1984 state legislation. Listed under each skill for ease of correlation, the various activities include board games, group competitions, learning center activities, and art projects. It is noted that emphasis has been placed on more creative activities, rather than traditional textbook and worksheet activities. It is intended that teachers and librarians work together to integrate the library, research, and reference skills learning into the curriculum, so that immediate practical application of library skills can be accomplished by having students use the skills to find information needed for subjects being studied in the classroom. A list of the members of the Library/Research/Reference Activities Committee is included. (EW)

ED 297 823 JC 880 373

Dowdy, Helen B.
Manual for Trustees of the North Carolina Community College System.
North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Jul 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board Administrator Relationship; *College Administration; College Presidents; Community Colleges; *Governance; *Governing Boards; State Departments of Education; *Trustees; Two Year Colleges
IDENTIFIERS- *North Carolina; *Trustee Role

Designed to assist college trustees in the North Carolina community college system in carrying out their duties, this handbook contains information about the system, the functions and responsibilities of trustees, local and state budgets, and pertinent laws. First, introductory comments place the work of the trustee within the context of the entire constellation of legislators, policy makers, administrators, faculty, and students who make up the community college system. Next, a brief history of the system affirms the colleges' commitment to total education, discusses the system's open door philosophy and policies, and lists key administrators and significant community college studies. The next chapter outlines some of the major responsibilities of trusteeship, including: (1) the establishment of the mission and goals of the institution; (2) the appointment, evaluation, and termination of the president; (3) sound management; (4) approval of the budget and long-range plans; (5) fund raising; (6) the establishment of educational programs; (7) community college advocacy; (8) service as a court of appeal; and (9) awareness of relevant issues and policies. The handbook then reviews the responsibilities of the chairman of the board of trustees, college president, State Board of Community Colleges, State President and Department of Community Colleges, and Attorney General. After advocating on-going self-evaluation of performance, the handbook offers a sample job description for a college president and outlines procedures for presidential searches and evaluations. Comments on community college funding are followed by guidelines for working with legislators on educational issues. Appendixes include a code of ethics, pertinent laws, a self-evaluation checklist, a glossary of terms and acronyms, and a reading list. (AJL)

ED 297 837 JC 880 397

Collective Bargaining Agreement between Antelope Valley Community College and Antelope Valley College Faculty Association, June 13, 1988.
Antelope Valley Coll., Lancaster, Calif.
PUB DATE- 13 Jun 88
NOTE- 88p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts
The collective bargaining agreement between Antelope Valley Community College and the Antelope Valley College Faculty Association outlines the terms of employment for all full- and part-time certificated employees of the District, covering the period from June 1988 to June 1990. The articles in the agreement set forth provisions related to: (1) parties to the agreement; (2) recognition of the association; (3) definitions; (4) non-discrimination; (5) personal and professional leaves of absence; (6) rights with respect to personnel records, inclusion in the college directory, political activity, circulation of petitions, and academic freedom; and duties concerned with regular assignments, submission of required reports, reporting attacks by students, meetings, and tutoring; (7) professional dues/fees and payroll deductions; (8) compensation and related benefits; (9) employee discipline; (10) certificated board policies; (11) distribution of the agreement, copyrights, and contract release; (12) a savings clause; and (13) duration of the agreement. (EJV)

ED 297 881 PS 017 520

Sutton, Alfred L.
Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.
PUB DATE- 88
NOTE- 58p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Students; *Day Care Centers; *Early Childhood Education; *Educational Experience; *Preservice Teacher Education; *Student Participation

The director of career education and coordinator of the department of human growth and development at a private college implemented a practicum designed to expand the knowledge level of early childhood students in teacher training by requiring that they participate in the college's day care center. The primary purpose of the practicum was to improve students' competencies by means of hands-on experiences. A second aim was to expand the use of the center as a teaching tool. Activities included: (1) the coordination of the efforts of the teaching faculty, child care center director, and participating students; (2) establishment of a control group; (3) collection and analysis of data on students collected while students interacted with children; (4) development of a questionnaire and analysis of survey data; and (5) development of an interview format and analysis of interview data. Data indicated that many of the participating students characterized their experiences in the child care setting as rewarding or extremely rewarding. The use of the child care center as a teaching site was expanded. Student grades suggested that a satisfactory level of competence was reached by participating students. Related materials are appended, including questionnaires and study results. (RH)

ED 297 521 EC 210 372

Beattie, John
((Teaching of Mathematics to Mildly Handicapped Students)).
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- Apr 87
NOTE- 6p.
AVAILABLE FROM- PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Diagnostic Tests; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; *Generalization; Mathematical Concepts; *Mathematics Instruction; Mathematics Skills; *Mild Disabilities; Multiplication; Number Concepts; *Secondary School Mathematics; Teaching Methods; Test Reviews
This issue of the newsletter focuses on the teaching of mathematics to mildly handicapped students. The feature article reviews the theory of generalization and its application to specific practices in teaching arithmetic. A set of six-step guidelines is offered for the teacher to follow in ensuring that generalization of arithmetic skills takes place. The "count-by's" approach is described as a useful technique in teaching for generalization of basic multiplication facts. Additional sections of the newsletter review current books and journal articles that address mathematics instruction for learning disabled and other mildly handicapped students, as well as a 75-episode public television series designed to demonstrate everyday uses of mathematics for third through sixth graders. Two mathematics assessment instruments, the Sequential Assessment of Mathematics Inventories and the Test of Computational Processes, are briefly noted. In two concluding sections, the Vaughn System of Multiplication multimedia instructional program is described, and a published research study comparing sequential and concurrent elementary mathematics instruction is summarized. (JW)

ED 297 549 EC 210 601

Academic Learning Time. Abstract I: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jul 85
NOTE- 3p.; For original report on which this extended abstract is based, see ED 254 030.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Attention; Classroom Techniques; Delivery Systems; Elementary Education; *Emotional Disturbances; *Learning Disabilities; Learning Strategies; Mathematics Achievement; Mild Disabilities; *Mild Mental Retardation; Reading Achievement; Student Behavior; *Teaching Methods; *Time on Task
IDENTIFIERS- *Direct Instruction

A federally funded research project investigated the relationship between academic learning time (ALT) and achievement of 43 educable mentally retarded, emotionally disturbed, and learning-disabled students, aged 7-13, in grades 1-5. The project's final report, titled "An Analysis of the Impact of Instructional Time within Different Service Delivery Systems on the Academic Achievement of Mildly Handicapped Children," is briefly summarized in this one-page abstract. The relationship of ALT to student achievement in reading and mathematics was examined; specific strategies were suggested to increase the students' ALT; and teachers' subsequent use of the strategies was evaluated in terms of success in increasing ALT and academic achievement. Results showed, among other findings, that when direct instruction is provided, students are much more likely to be exhibiting on-task behaviors, and that direct instruction appeared to occur with the greatest frequency in resource room settings. A teacher's manual developed by the project suggests specific strategies to increase ALT and student achievement, such as increasing student attention to academic tasks, and providing more academic activities in which students experience high task success. Policy implications include options such as reallocating the time for various classroom activities and lengthening the school day or year. (JDD)

ED 297 609 HE 020 189

Memoria de la XXII Reunion Ordinaria de la Asamblea General de la ANUIES (Report of the 22nd Meeting of the General Assembly of the National Association of Universities and Institutions of Higher Education) (22nd, Manzanillo, Colima, Mexico, October 1986).
National Association of Universities and Institutes of Higher Learning, Mexico City (Mexico).
PUB DATE- 86
NOTE- 188p.
LANGUAGE- Spanish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021)
DESCRIPTORS- *College Planning; *Educational Assessment; Educational Development; *Educational Finance; *Foreign Countries; *Higher Education; National Programs; *Public Policy
IDENTIFIERS- *Mexico

This serial issue is entirely devoted to the proceedings of the 1986 meeting of the "Asociacion Nacional de Universidades e Institutos de Ensenanza Superior (ANUIES)." Major attention is given to the "Programa Integral Para el Desarrollo de la Educacion Superior (PROIDES)," i.e. a comprehensive program for the development of higher education in Mexico. Topics covered by the proceedings are: national projects, including options for growth of the Institutions of Higher Education (IES), a national organization of educational institutions; training of academic and administrative personnel; economic needs and resources; educational finance; a national system of higher education information; evaluation of the higher education system; institutional self-evaluation; evaluation of PROIDES; admission and accreditation studies; adequacy of degrees, the student dropout rate; coordination and improvement of research and postgraduate education; evaluation of open education; diffusion of culture and extension of services; continuing education; audiovisual aids; library services; and the academic and administrative structures of IES. (SW)

ED 297 652 HE 021 620

Status Report on Human Corps Activities. Report 88-24.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- May 88
NOTE- 100p.; The first in a series of five annual reports to the legislature in response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987). Some tables may not reproduce well due to small print.
AVAILABLE FROM- California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; Continuing Education; Extracurricular Activities; Government School Relationship; Higher Education; *Humanitarianism; Public Service; Social Action; State Departments of Education; State Legislation; *State Programs; State Universities; Student Participation; *Student Volunteers
IDENTIFIERS- *California; California State University; University of California

The University of California (UC)and the California State University (CSU) were called upon by the legislature to implement Human Corps programs of community service by students on each of their campuses. The California Postsecondary Education Commission was directed to report on efforts by colleges and universities across the country to encourage volunteerism and to review and comment on the Human Corps activities at UC and CSU. Information describing current activities are described rather than evaluated. A report about Human Corps activities is attached, and CSU activities are discussed in detail. Generalizations about its programs include the following: there is a serious commitment to the purpose and objectives of the Human Corps (made obvious by the considerable activity on the campuses); financial resources are being sought from multiple public and private sources to support the Human Corps program efforts; the cost of monitoring Human Corps activities will likely fall to the state; and in less than a year, the development of the Human Corps at UC and CSU has been impressive. An appendix provides a copy of Assembly Bill 1820 (Vasconcellos, 1987). Tables are included. Attachments comprising two-thirds of the document include information on campus programs, contacts, and taskforces, as well as a 35-page draft report of the CSU Task Force on Civil Service Internships (July 1987). (SM)

ED 297 666 HE 021 642

Zikopoulos, Marianthi, Ed.
Profiles: Detailed Analyses of the Foreign Student Population, 1985/86.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-162-0
PUB DATE- 88
NOTE- 199p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($29.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Selection (Students); Educational Assessment; Ethnic Distribution; *Foreign Students; *Geographic Distribution; Graduate Study; Higher Education; National Surveys; *Student Characteristics; Undergraduate Study

The results of the most recent survey on foreign students in regionally accredited institutions of higher education in the United States are provided. In-depth information is included on such topics as: what proportion of students from a specific country are graduates or undergraduates; what proportion of students in different fields are graduates or undergraduates; what proportion of students from a certain country are studying business and management, and what proportion of those are male or female; and what countries or world regions foreign students attending schools in California come from. Background is provided on methodology and data characteristics, organization, and special reports. Foreign student characteristics by world region and place of origin look at African, European, Latin American, Middle Eastern, North American, Oceanian, and South and East Asian students. Information is provided on foreign students within U.S. region, academic level, and field of study (geographic and educational destinations, academic level, and field of study). The appendices are detailed cross-tabulations; step 2/step 3 comparisons; selected characteristics of foreign students by country or other place, subregion, and world region of origin; fields of study; countries and other places by world region and subregion; and 1985/86 individual data (step 3) survey materials. Forty-one tables and figures are included. (SM)

ED 297 680 HE 021 693

Carroll, C. Dennis; Chan-Kopka, Teresita L.
College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-87-413
PUB DATE- Jun 88
NOTE- 102p.; Data Series DR-HSB-80/84.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Students; *Educational Finance; Employment Experience; Employment Patterns; Equal Opportunities (Jobs); Higher Education; Part Time Employment; Racial Factors; Seasonal Employment; *Student Employment; Wages; Work Study Programs
IDENTIFIERS- *High School and Beyond (NCES); Paying for College; *Student Financial Contribution

Student employment while in college during 1980-1984 is presented, based on the High School and Beyond data for 1980 seniors. Who was working, how much was earned, what kind of jobs students held, and how employment was related to college persistence are described. Data are limited to traditional college students during 1980-1984. An introduction looks at: the purpose; high school and beyond data; analysis procedures; and organization of this report. Chapters focus on the following: people working in college; amounts college students earned; the number of different jobs college students had; kinds of jobs college students had; number of hours per week college students worked; hourly earnings; and the relationship of work to persistence in college. Variables of type of institution, academic year, race/ethnicity, family income, and ability level were considered. Among the findings are: a greater concentration of jobs in the service sector among college students than in the total civilian labor force, with 23% of the student jobs were in occupations connected with the service industry; about 1 in 12 students worked more than full time while attending college full-time, but 25% worked less than 20 hours per week during the academic year; and those who worked during the academic year improved their persistence, while those who worked in the summer did not. Three appendices discuss: methodology and technical notes, accuracy of estimates, and confidence levels; supporting tables for figures one through four; and occupational classification. Tables and figures are described. (SM)

ED 297 694 IR 012 333

Roberts, Linda G.
Training of Teachers in the Instructional Use of Technology.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; National Center for Educational Statistics (ED), Washington, D.C.
PUB DATE- Mar 85
NOTE- 94p.
CONTRACT- C-300-83-0153
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audio Equipment; *Computers; *Educational Technology; Information Technology; *Instructional Effectiveness; National Programs; Regional Programs; School Districts; State Programs; *Teacher Education; Teaching Methods; *Videodisks
IDENTIFIERS- National Center for Education Statistics
The purpose of this study was to survey current practices in training teachers to use audio, video, and computer technology in their classrooms, ascertain the usefulness of that training, and provide recommendations for the National Center for Education Statistics (NCES) surveys in the area of educational technology. The introduction briefly summarizes the purposes and rationale for the study as well as the data collection process. The major finding--a predominant concern with training that dealt with computers--is also noted. Section two provides an overview of the assumptions that underlie training in the instructional uses of technology. Examples of training efforts are used to illustrate how these assumptions influence the design and provision of training. The next section discusses the roles of the various training providers and gives annotated descriptions of local school district technology projects, statewide technology training programs, regional technology training and support programs, and national demonstration projects on how new technology can contribute to learning, development and education. The report concludes with a discussion of some research questions that should be addressed in order to systematically examine the assumptions around which training practices are built, and to assess how training and support activities affect the instructional use of information technologies in the classroom. An annotated bibliography, selected references, and a list of persons interviewed are included. A chart summarizing state government efforts to promote instructional computing is appended. (DJR)

ED 297 722 IR 013 428

Salisbury, David F.
General Systems Theory and Instructional Design.
PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Instructional Design; *Interdisciplinary Approach; Models; *Researchers; Surveys; *Systems Approach; Systems Development; Teachers; Theories; *Use Studies
IDENTIFIERS- *General Systems Theory; *Instructional Systems Design
The use of general systems theory in the field of instructional systems design (ISD) is explored in this paper. Drawing on work by Young, the writings of 12 representative ISD writers and researchers were surveyed to determine the use of 60 general systems theory concepts by the individual authors. The average number of concepts used by these authors was found to be 18, which included an average of 9.6 of the Group 1 concepts identified by Young (systemic and descriptive factors). A second matrix which showed authors ranked by highest to lowest usage of the concepts indicated that the following 14 concepts were used by 10 or more authors: system, learning, objective, field, isolation and interaction, process, feedback, control, communication, change, boundaries and environment, integration and differentiation, input, and goal. It is suggested that instructional designers should be familiar with the relationship between the ISD field and other disciplines, and should have a working knowledge of basic terms, concepts, and applications of general systems theory. Finally, it is noted that ISD benefits from the use of terms that are more precisely defined in general systems theory than in common usage. The text is supplemented by eight figures and two matrices. (17 references and a 14-item bibliography) (EW)

ED 297 736 IR 052 407

Ulleschneider, John
Search Procedures for Senior Library Administrators. SPEC Kit 143.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Apr 88
NOTE- 111p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Administrators; Employment Interviews; Evaluation Criteria; Higher Education; *Library Administration; Library Surveys; Opinion Papers; *Personnel Selection; Policy Formation; Questionnaires; *Recruitment; *Research Libraries; *Search Committees (Personnel)
Association of Research Libraries (ARL) member institutions were surveyed by the Systems and Procedures Exchange Center (SPEC) in the fall of 1987 to obtain information on their recruitment and hiring practices for top level library administrative positions, and to determine in what ways search procedures may have changed over the past 10 years in response to the need for highly qualified top level library administrators. The 58 libraries that responded to the survey provided information on 60 director searches and 176 assistant/associate director (AD)-level searches over the past 10 years. Analysis of these responses shows that there has been a pronounced change in the recruitment and selection of directors, and that there is a sharp distinction between procedures for directors and for AD-level positions. The flyer summarizes the findings on recruitment, search and evaluation, and issues and trends; the accompanying kit contains the tabulated results of the SPEC survey and the questionnaire, as well as policy and procedures statements from 11 libraries, and ratings and screening procedures from eight libraries. Materials in the kit were submitted by the University of Georgia, Michigan State University, Purdue University, University of California (Irvine), University of California (San Diego), Wayne State University, University of Connecticut, University of Toronto, University of Notre Dame, University of Waterloo, Cornell University, Southern Illinois University at Carbondale, New York Public Library, University of Alabama, Colorado State University, and the University of New Mexico. (12 references) (CGD)

ED 297 809 JC 880 354

Livieratos, Barbara B.
The Survey of Employers of 1986 Howard Community College Graduates: A Report of the Findings. Research Report Number 53.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- Jul 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; *Employer Attitudes; Job Skills; *Personnel Evaluation; School Effectiveness; Two Year Colleges; *Two Year College Students; Vocational Followup
A study was conducted at Howard Community College (HCC) to determine employers' perceptions of the employment preparation and job training provided by HCC. Questionnaires were mailed to the employers of 58 1986 graduates, who had previously granted permission for their employers to be contacted. Study findings, based on a 66% response rate, included the following: (1) 69% of the employers indicated that the graduates' jobs were closely related to their education; (2) all of the employers said that the graduates' ability to learn on the job was good or very good; (3) 86% gave the graduates good or very good ratings with respect to their oral communication skills and work attitudes; (4) 86% of the employers rated the graduates' preparation as good or very good, and all employers responding to the question said that they would hire another HCC graduate; and (5) 72% gave ratings of good or very good to the graduates' familiarity with the equipment required by their jobs. (EJV)

ED 297 851 PS 017 473

Primary Education in Iceland. Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-84-91-rev
PUB DATE- 16 May 88
NOTE- 9p.; For other reports on this project, see ED 295 745-751 and PS 017 472-474.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Objectives; *Educational Responsibility; *Educational Trends; *Elementary Education; Elementary School Curriculum; Foreign Countries; *Public Schools; School Schedules
IDENTIFIERS- *Iceland

This report on primary education in Iceland contains three sections which briefly describe: (1) aims, organization, and content; (2) changes in Icelandic schools in the last 10-15 years; and (3) educational trends and developments. Section I overviews preschool and elementary school programs through grade 6. Section II indicates changes accompanying the enactment of comprehensive education and problems facing Icelandic educators. Section III characterizes development of education in Iceland during the last decade as a period of almost unprecedented growth. (RH)

ED 297 508 EC 210 359

Litvak, Simi; And Others
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
World Inst. on Disability, Berkeley, CA.
SPONS. AGENCY- Easter Seal Research Foundation, Chicago, Ill.; Mott (C.S.) Foundation, Flint, Mich.; San Francisco Foundation, Calif.
PUB DATE- Apr 87
NOTE- 44p.; The Wells Fargo Foundation also provided funding. For related document, see EC 210 358.
AVAILABLE FROM- World Institute on Disability, 1720 Oregon St., Suite 4, Berkeley, CA 97403 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Day Care; *Attendants; Daily Living Skills; Delivery Systems; *Disabilities; Eligibility; Federal Programs; Financial Support; *Home Programs; Housekeepers; Models; National Surveys; Needs Assessment; *Normalization (Handicapped); *Physical Disabilities; Self Care Skills; Social Services; State Programs; *Visiting Homemakers
IDENTIFIERS- *Independent Living; Service Utilization

This executive summary reviews results of a survey of 154 publicly-funded programs providing personal assistance services to disabled individuals. Introductory chapters identify the need for a national personal assistance program and policy, the concept of personal assistance and attendant services, the potential user population, and U.S. sources of funding. Key findings are reported in a section on survey results, focusing on the areas of program goals, number of programs per state, program age, administering agencies, funding sources, eligibility, services, hours of service availability, maximum amount of service allowed, types of service providers (individual providers, contract agency providers, and government agency providers), determination of services allowed, medical supervision, degree of program conformity to the Independent Living Model, program utilization and expenditures, availability of services across the United States, and the estimated need versus adequacy of the system to meet that need. Tables include, among others, "Programs with the Highest Independent Living Orientation," "Comparison Across States of Expenditures and Total Clients of Attendant Service Programs," and "Comparison of Home Care Survey Estimates of Need for Assistance with Number Actually Being Served." The report concludes with 17 recommendations to guide the development of national policy on personal assistance services. (JDD)

ED 297 536 EC 210 387

Shoultz, Bonnie, Ed.; Kalyanpur, Maya, Ed.
Families for All Children.
Syracuse Univ., NY. Center on Human Policy.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 87
NOTE- 13p.
CONTRACT- G0085C03503
AVAILABLE FROM- Syracuse University, Center on Human Policy, 724 Comstock Ave., Syracuse, NY 13207-4230.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption; *Child Welfare; Family Life; *Family Programs; Foster Care; Placement; *Public Policy; Respite Care; *Severe Disabilities; *Social Services; Social Support Groups; State Legislation; *State Programs
IDENTIFIERS- *Permanency Planning (Foster Care)
This bulletin reflects the commitment of Syracuse University's Center on Human Policy to the idea that children belong with families. The bulletin contains a policy statement which recommends; that all children, regardless of disability, belong with families and need enduring relationships with adults; that families with severely disabled children should be supported as needed; and when children cannot stay with their families due to family crises or other circumstances, efforts should focus on (1) reuniting the family; (2) adoption; and (3) foster care in that order. Efforts of public and voluntary agencies to apply the statement are documented. An article by Sue Lehr illustrates the need for family support services from a parent's perspective. Following the article, the purpose of family support, its costs, and its funding sources are reviewed. Legislation and innovative programs providing family support are described, including the Michigan Family Subsidy Act and programs in Wisconsin, Montana, Maryland (Calvert County), and New York (Syracuse). The concept of permanency planning is presented, and Michigan's efforts to implement the concept are described, specifically the experiences of the Macomb-Oakland Regional Center in permanency planning, specialized foster care, and respite care. (JDD)

ED 297 562 FL 016 115

Fisher, Charles W.; Guthrie, Larry F.
The Significant Bilingual Instructional Features Study. Executive Summary.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SBIF-83-R.14
PUB DATE- Dec 83
NOTE- 24p.; For related documents, see FL 016 113-120.
CONTRACT- 400-80-0026
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Basic Skills; Bilingual Education; *Bilingual Education Programs; Classroom Communication; *Classroom Environment; *Classroom Techniques; Cubans; Cultural Awareness; Educational Assessment; English (Second Language); Ethnic Groups; Filipino Americans; Hispanic Americans; *Language of Instruction; Mexican Americans; *Program Effectiveness; Program Evaluation; Puerto Ricans; Scheduling; Teacher Characteristics; Teacher Influence; *Teaching Styles; Vietnamese People
IDENTIFIERS- Chinese People; Navajo (Nation)
The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables through a variety of quantitative and qualitative procedures. Part I involved the study of 58 classrooms and 232 students at six sites representing different ethnolinguistic (Mexican, Puerto Rican, Cuban, Cantonese, and Navajo) and multilinguistic groups. The classrooms were nominated for their success as settings for bilingual instruction. The instructional features identified as significant in this portion of the study include (1) congruence of instructional intent, (2) use of active teaching behaviors, (3) use of the students' native language and English for instruction, (4) integration of English language development with basic skills development, and (5) use of information from the students' home culture. Part II of the study verified the prevalence of those features in a second sample of 89 classrooms and 356 students at eight sites, including new sites representing Filipino, Vietnamese, and Hispanic ethnolinguistic groups. (MSE)

ED 297 577 FL 017 486

Carrell, Patricia L.
Second Language Reading: Reading, Language, and Metacognition.
PUB DATE- Apr 88
NOTE- 38p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Concept Formation; English (Second Language); Higher Education; *Language Proficiency; Literature Reviews; *Metacognition; *Reading Ability; *Reading Comprehension; Second Language Learning; Spanish
A study investigated the role of metacognitive skills and the conception of reading in the reading comprehension of adult native speakers of Spanish and English. The study differed from others in its examination of reading conceptions and comprehension in both the first and second languages. Results suggest that both first language reading ability and second language proficiency have significant effects on second language reading ability. However, for the native Spanish speakers, first language reading ability accounted for a greater proportion of the variance in second language reading ability than did second language proficiency, while for the native English speakers, the influence appears to be reversed. Results concerning metacognitive skills were suggestive but not conclusive. Some second language readers may need relatively more help with basic reading skills or second language skills to succeed in second language reading, and formal metacognitive instruction for monitoring or regulating comprehension or for developing effective and efficient reading strategies is advisable. (MSE)

ED 297 593 FL 017 502

Thompson, Nancy S.
Redefining Language Learning.
PUB DATE- Nov 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Psychology; *Communication (Thought Transfer); *Intelligence; *Language; Language Research; Linguistic Theory; Second Language Learning

While verbal language has traditionally determined our view of intelligence, this limited view ignores other systems for expressing intelligent thought. An expanded concept of language considers verbal language as one part of a mental modeling system, or internal representation, for any kind of sensory information available to us, visual or auditory. Media are the tools humankind has created for the concrete expression of the abstract processes of the brain. Verbal language has been the major tool for externalizing or mediating intelligence, but the proliferation of new media points to the use of other forms of intelligence: pictorial, mathematical, musical, and kinesthetic. Language can be defined as the sum of the modeling systems available to us. This expanded view of intelligence assumes an expanded view of language as a medium for expressing mental activity. By learning other media "languages" we can understand verbal language better. Research in diverse areas of language and intelligence supports this perspective of intelligence and language, and this new perspective can enhance language learning research, allowing language learning to embrace new communication media as tools to enhance the expansion of intelligence. (MSE)

ED 297 624 HE 021 536

de los Santos, Alfredo G., Jr., Ed.
From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
American Council on Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; National Center for Postsecondary Governance and Finance, College Park, MD.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 241p.
AVAILABLE FROM- National Center for Postsecondary Governance and Finance, CSS Building, Room 4114, University of Maryland, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Access to Education; Administrative Policy; American Indians; Asian Americans; Black Students; College Environment; College Faculty; Colleges; Community Colleges; Court Litigation; Demography; Educational Environment; Educational Policy; Educational Quality; *Enrollment; *Equal Education; Ethnic Groups; Higher Education; Hispanic Americans; *Minority Groups; Universities

An overview is provided of the discussion at the conference, as well as edited versions of the keynote address and nine commissioned papers prepared as background for the working sessions: "Achieving Quality and Equality" (Donald M. Stewart); "Financial Aid and Ethnic Minorities" (Jacob O. Stampen and Robert H. Fenske); "Minority Education Opportunities: Mixed and Qualified Messages of Recent Supreme Court Decisions" (Monique Weston Clague); "Demographic Facts and Educational Consequences in the Five Southwestern States" (Leobardo F. Estrada); "Minority Degree Achievement and the State Policy Environment" (Patrick Callan); "Four-Year College and University Environments for Minority Degree Achievement" (Patricia Crosson); "Facilitating Degree Achievement by Minorities: The Community College Environment" (Arthur M. Cohen); "Improving Black Student Access and Achievement in U.S. Higher Education" (Walter R. Allen); "Faculty Issues Affecting Minorities in Higher Education" (James E. Blackwell); and "Administrative Commitments and Minority Enrollments: College President's Goals for Quality and Access" (Robert Birnbaum). References are provided for individual papers. (KM)

ED 297 766 IR 052 487

Library Programs: Library Literacy Program. Analysis of Funded Projects, 1987. LSCA VI.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-88-707
PUB DATE- Jul 88
NOTE- 82p.; For 1986 edition, see ED 285 589.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Computer Assisted Instruction; *Federal Aid; Financial Support; Library Collection Development; *Library Services; *Literacy; *Literacy Education; Program Descriptions; *Public Libraries; Rural Population; State Libraries; Training; Tutors
IDENTIFIERS- *Library Services and Construction Act; Target Populations

This report provides an examination of literacy activities supported by 245 grants awarded to public and state libraries under the Library Literacy Program, Title VI of the Library Services and Construction Act (LSCA), during fiscal year 1987. Following an overview of the Library Literacy Program, projects are reviewed and categorized according to 10 major subject headings, each of which constitutes a separate section: (1) General Literacy Services; (2) Coalition Building; (3) Public Awareness Campaigns; (4) Training: Librarians, Tutors, and Trainers; (5) Collection Development; (6) Targeted Populations; (7) Computer-Assisted Approaches; (8) Employment Oriented Projects; (9) Rural Projects; and (10) Shoestring Projects. Each section discusses the common elements that characterize the projects and includes selected examples. At the end of each section is a list of project grantees. Three appendixes are included: statistical information and analysis (Funding history; fiscal year 1987 applications; and comparison of fiscal years 1986 and 1987 applications and awards); projects listed by state and library (provides library name and address); and activities engaged in by LSCA Title VI projects. (CGD)

ED 297 781 IR 052 502

Touchard, Wolfhard
Developing African Secondary School Libraries. A Manual.
PUB DATE- 88
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cataloging; Elementary Secondary Education; *Foreign Countries; Library Collection Development; Library Guides; *Library Instruction; *Library Material Selection; *Library Technical Processes; *School Libraries
IDENTIFIERS- *Africa; *Library Development
Written for the non-librarian or educated layperson, this manual provides step-by-step information on how to establish a school library. Although it is targeted for an African audience, the manual is general enough to provide information on school library development regardless of geographic location. The handbook begins by addressing the value of a school library and then considers library design and finance. Suggestions are made as to which books to buy first, where to buy books, and how to classify and catalog them. A Dewey Classification especially designed for the African secondary school curriculum is included, together with a listing of subject headings, a discussion of circulation procedures, and a description of the production of a library handbook. The use of books and the library in teaching is also considered, including one lesson plan, and the organization of a teacher's library is detailed. The manual concludes with descriptions of the use of non-book materials and the development of a library report. Illustrations and a subject index are provided. (4 references) (EW)

ED 297 796 JC 880 334

Magid, Annette; And Others
Freshman Strategy Seminar. A Pilot Study.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Symposium on Developmental/Remedial Education of the New York College Learning Skills Association (11th, Catskills, NY, April 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Freshmen; Community Colleges; Grades (Scholastic); *High Risk Students; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Instruction; *Remedial Mathematics; *Remedial Reading; School Holding Power; Two Year Colleges; Two Year College Students; Withdrawal (Education); *Writing Instruction
IDENTIFIERS- *Cluster Courses; Erie Community College NY

In fall 1987, a Freshman Strategy Seminar (FSS) was pilot tested and evaluated at Erie Community College's (ECC's) South Campus to assist students lacking basic English and mathematics skills. Developmental class sections in writing, reading and math were reserved for the FSS students, in the hope that a cluster course approach would reduce attrition among this high-risk group. The FSS students also took one elective selected from a list of courses appropriate for their basic skills levels, and met regularly with instructors to determine progress and needs for student services. This report on the FSS pilot test covers orientation and advisement procedures, faculty involvement, and the methods and outcomes for each aspect of the program. For the Reading, Writing, and Mathematics Pilot Programs, separate sections provide information on student selection, the use of tutors and a skill laboratory in instruction, reading scores on pre- and post-tests, final grades, success and retention rates, student use of support services, and needs for additional remediation. Problems are identified, and recommendations offered. (EJV)

ED 297 867 PS 017 502

Balaban, Nancy
Separation: An Opportunity for Growth.
PUB DATE- 19 Jun 88
NOTE- 14p.; Paper presented at the "Infants, Toddlers, and Parents: Supporting their Growth" Infancy Training Institute (New York, NY, June 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Day Care; Early Childhood Education; Emotional Development; Guidelines; *Infants; *Separation Anxiety; Social Development; *Teacher Role; *Teacher Student Relationship; *Toddlers
The intial discussion concerns attachment and separation in terms of feelings. It is asserted that the key to dealing with separation anxiety is the acceptance of infants' and toddlers' feelings by both child and adult as a means of building infant and toddler self-confidence and trust. Subsequent discussion provides specific ways child caregivers can help children feel confident about separating and lists several signs that indicate that a child may be having difficulty separating. Influences on children's feelings in the context of separation are discussed, with particular attention to the role of the caregiver in establishing an environment of trust. Substantial emphasis is given to six ways of building an environment of trust, namely: (1) allowing the child plenty of time to make the transition to the day care environment while the parent is present; (2) encouraging children to participate in saying good-bye; (3) providing to children many tangible reminders that their parents exist though they are out of sight; (4) regarding regression or shift in behavior with aplomb; (5) helping children bring a favorite toy or blanket to the day care setting; and (6) making sure that the setting is characterized by a low child/adult ratio, a sensitively responsive trained adult caregiver, and a group size of no more than 8 or 9. (RH)

ED 297 495 EC 210 346

Special Education Personnel Recruitment Practices: A Manual for Administrators.
Mid-South Regional Resource Center, Lexington, Ky.; Mountain Plains Regional Resource Center, Des Moines, IA.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 87
NOTE- 33p.; The National Comprehensive System of Personnel Development (CSPD) Caucus of the Council for Exceptional Children, Teacher Education Division also contributed to the document.
GRANT- G0084C3500
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Employment Services; Higher Education; *Labor Turnover; Minority Group Teachers; Personnel Needs; *Program Descriptions; *Program Development; Rural Education; *Special Education Teachers; State Programs; Student Recruitment; *Teacher Recruitment

This guide deals with issues of recruitment and retention of both regular and special educators, and emphasizes the need for school administrators to upgrade or establish formalized recruitment programs. Factors impacting on teacher recruitment and retention include education reform, societal changes, demographic factors, personnel shortages, and teacher burnout. Establishing a recruitment program involves information gathering, developing recruitment material, appropriately handling applicants, screening candidates, welcoming new staff, and evaluating the recruitment program. Programs developed by states or localities to meet their personnel needs are briefly described. "General Recruitment Initiatives" outlines 13 programs to encourage students into teaching careers, create teacher incentives, provide scholarships for students who plan to become teachers, etc. "College and University Recruitment Strategies" capsulizes 10 programs on recruiting minority students, organizing recruitment teleconferences, training liberal arts majors for teaching careers, etc. "Special Education Recruitment Initiatives" reviews seven state programs attempting to recruit rural special educators, recruit mature trainees into deaf education, and involve high school students in special education. "Computer-Based Recruiting" focuses on job information services and employment clearinghouses. (JDD)

ED 297 639 HE 021 606

Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees.
South Caroline Commission on Higher Education, Columbia.
PUB DATE- Jun 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Administrative Organization; *Certification; College Programs; Community Colleges; Educational Finance; Postsecondary Education; *Private Colleges; Professional Education; *State Legislation; *State Licensing Boards; Technical Education; Vocational Education
IDENTIFIERS- *South Carolina

The laws and regulations of the State of South Carolina governing the licensing of private postsecondary institutions to confer degrees are presented. The institutions covered by these laws and regulations include specialized trade schools, vocational and technical institutions, junior and community colleges, senior colleges, universities, graduate and professional schools, and advanced institutes of various sorts. The text of the authorization governing the licensing of these institutions is presented, followed by the applicable regulations, covering: definitions, accreditation or approval for teacher certification, licenses, effect of licensure on state desegregation plan, minimum standards for licensure, purpose, organization and administration, educational program, financial resources, faculty, library, student services, facilities, special activities, graduate program, procedure for implementation, revocation of licensure, procedures for handling consumer complaints, and enforcement. Three appendices provide sample statements for institutions operating under a temporary license, a provisional license, and a regular license. (KM)

ED 297 708 IR 013 412

Martin, Laura M. W.
Teachers' Adoption of Multimedia Technologies for Science and Mathematics Instruction. Technical Report No. 40.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Jun 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Computer Assisted Instruction; *Computer Simulation; *Discovery Learning; Educational Television; Elementary Secondary Education; Inservice Teacher Education; Instructional Development; *Instructional Innovation; Intermediate Grades; Mathematics Instruction; Microcomputers; *Multimedia Instruction; Science Instruction; *Teacher Role
IDENTIFIERS- Mathematics Science Tech Teacher Training Proj NY
This report describes a training project undertaken as part of the Bank Street College Mathematics, Science and Technology Teacher Training Project (MASTTE) to introduce teachers to "The Voyage of the Mimi," a 13-part television drama and multimedia package designed to supplement the regular curricula for science and mathematics in the upper-elementary and middle school grades. A major focus of the discussion is the effectiveness of the Mimi materials for classroom use, i.e., four microcomputer modules with manuals and a book version of the television show with classroom activity suggestions and additional factual information. The effects of the organizational features of the individual school systems on the adoption and diffusion of these materials are also discussed, using the notions of multi-entry levels of technology and embedded context analysis to help describe and understand the factors affecting classroom change mediated by the introduction of technology. It was found that teachers were able to tolerate a wide range of conditions for working with the Mimi package, and that the teachers' work in the classroom seemed to be as much influenced by the technology as the technological applications were shaped by the teachers. Finally, it was also found that the school systems significantly influenced and defined the project goals for the teachers, so that individual experimentations by teachers in the classrooms had different impacts depending on the context of the wider systems in which they occurred. (17 references) (EW)

ED 297 751 IR 052 467

Alexander, Barbara B.
Industry Standards in the Sterling C. Evans Library, Texas A&M University, and in VSMF, Microtext Department.
Texas A and M Univ., College Station. Library.
PUB DATE- May 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- College Libraries; *Engineering Education; Higher Education; Industry; Library Guides; *Microforms; *Reference Materials; *Research Tools; *Standards
To assist the more than 9,000 engineering students at Texas A&M University, the staff of the Microtext Department, Sterling C. Evans Library, prepared these handouts listing the library's holdings of industry standards and their locations. Current industry standards are offered on 16mm film on cartridge through the VSMF (Visual Search Materials File) system, and are housed in the Microtext Department. As not all industrial society standards are part of the Texas A&M/VSMF subscription, and older standards may be required by the students, the handouts also provide information as to which format is available within the library. General directions for assessing further society and standard information are included. (Author/EW)

ED 297 838 JC 880 398

Master Agreement between Board of Directors of Iowa Valley Community College District (Merged Area VI) and Iowa Valley Community College Education Association/ISEA, 1987-1988.
Iowa Valley Community Coll. District, Marshalltown, IA.
PUB DATE- 87
NOTE- 42p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions

This collective bargaining agreement between the Board of Directors of the Iowa Valley Community College District and the Iowa Valley Community College Education Association outlines the terms of employment for all faculty, librarians, and counselors and certain other professional staff at Marshalltown and Ellsworth Community Colleges. The 13 articles in the agreement set forth provisions related to: (1) recognition of the association, scope of the bargaining unit, definitions of terms, contract length, working hours; (2) grievance procedures; (3) personal and professional leaves of absence; (4) seniority; (5) transfer procedures; (6) reduction in force; (7) teacher evaluation; (8) payroll deductions; (9) physical examinations; (10) insurance; (11) salary; (12) extra duty assignments; and (13) duration of the agreement. (EJV)

ED 297 852 PS 017 474

Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-86-30-rev
PUB DATE- 17 Jun 88
NOTE- 10p.; For other reports on this project, see ED 295 745-751 and PS 017 472-473.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; Educational Objectives; *Educational Trends; *Elementary Education; Elementary School Curriculum; Foreign Countries; *Kindergarten; Parent School Relationship; *Public Schools; *Special Education; Student Evaluation; Teacher Education
IDENTIFIERS- *Malta

Elementary education in Malta is briefly discussed in terms of: (1) recent innovative developments; (2) Malta's education system; and (3) areas of innovation in primary schools. Section 1 concerns compulsory education and special education in primary schools. Section 2 discusses the expansion of kindergarten education and the organizational structure of primary education. Section 3 covers the primary school curriculum, the structure of classes, pupil assessment and promotion policy, teacher education, in-service teacher education, the role of school inspectors, school-home communication, and the main objectives of innovation in primary education on Malta. (RH)

ED 297 882 PS 017 522

Chi, Michelene T. H.; And Others
Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
Pittsburgh Univ., Pa. Learning Research and Development Center.
PUB DATE- Mar 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; *Classification; *Cognitive Ability; *Cognitive Structures; Comparative Analysis; *Knowledge Level; Primary Education; *Young Children
IDENTIFIERS- *Concept Acquisition; Dinosaurs; Rationality; Representational Thinking
Three studies examined the domain of concepts about dinosaurs in order to assess how the domain might be structured in 4- through 7-year-old children's representations and to explore how the knowledge might be used. Findings indicated that significant differences exist in the way expert and novice children's representations are structured. Evidence further suggested that the structure of expert children's knowledge is more coherent, both locally and hierarchically. Some experts were able to sort dinosaurs at both the superordinate and family levels, but no novices did. Expert children could discriminate contrastive diet classes by using a single feature in both an inclusive and exclusive way. Expert children could reason categorically, using superordinate, family, and dinosaur categories. Novice children were just as competent as matched expert children in using general learning skills when these skills were assessed in a domain in which both the expert and novice children had equivalent knowledge. The use of learning skills seemed to differentiate experts from novices only in the context of dinosaur knowledge. Findings suggest that children can act more or less intelligently on the basis of what knowledge they have. A modest mastery of a domain results in intelligent explanations, constrained inferences, categorical reasoning, hierarchical classification, and classification based on well-defined family structures. Six figures are presented. (RH)

ED 297 522 EC 210 373

Cobb, R. Brian
((Educating the Handicapped to Enter the World of Work)).
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- Sep 87
NOTE- 8p.
AVAILABLE FROM- PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; *Career Education; Career Planning; Computer Software Reviews; Courseware; *Disabilities; Educational Legislation; *Education Work Relationship; Normalization (Handicapped); Secondary Education; Vocational Adjustment; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; School to Work Transition
This newsletter issue focuses on educating the handicapped to enter the world of work. Topics addressed include legislation, assessment of vocational education programs, transitional services, employment programs, and job separation. The feature article describes provisions of the 1984 Carl D. Perkins Vocational Education Act (Public Law 98-524), which seeks to assure equal access to quality vocational education programs and to provide the necessary special services to enhance the participation of special needs students. Fiscal provisions, required information dissemination to students, equal access assurances, and service delivery provisions of the Act are described. Additional sections discuss a published research study examining the reasons for 107 job separations by mildly mentally retarded persons and summarize three current citations addressing school-to-work transition for severely disabled persons, competitive employment programs, and the role of social competence in the community adjustment of developmentally disabled persons. Videocassette programs, courseware, and instructional materials are also reviewed. Descriptions in the area of assessment include a cooperative vocational-technical program entitled Assessment Remediation and Mainstreaming, as well as a transitional vocational assessment model. (JW)

ED 297 610 HE 020 710

Governments and Higher Education--the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).
Ontario Inst. for Studies in Education, Toronto. Higher Education Group.
REPORT NO.- ISBN-0-7744-9801-3
PUB DATE- 87
NOTE- 393p.
AVAILABLE FROM- Higher Education Group, The Ontario Institute for Studies in Education, 252 Bloor Street West, 9th Floor, Toronto, Ontario, Canada ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Colleges; Economic Factors; Educational Finance; *Financial Support; *Government Role; Higher Education; Political Influences; *Postsecondary Education; *Public Support; *State Aid; State Colleges; State Universities; Tax Allocation
IDENTIFIERS- Australia; *Canada; China; Great Britain; Guyana; Tanzania

The following invited addresses and research papers are provided: "The Question of Legitimacy" (Harry W. Arthurs); "The Historical Perspective" (H. Blair Neatby); "Politics and Its Limits on Government, Intermediaries and Universities" (Lee Southern); "State Control of Degree Granting: The Establishment of a Public Monopoly in Canada" (Michael L. Skolnik); "Graduate Studies in Ontario: The Role of the Universities and the Role of Government" (L. A. K. Watt); "The Orderly Distribution of Opportunity in Ontario: A Comment on the Behaviour of Universities and Governments" (John Holland and Saeed Quazi); "Colleges and Governments--An Evolving Relationship: Government Intervention into the Operations of Community Colleges in Canada, 1964-1986" (John D. Dennison); "The Political-Economic Record" (Kenneth Rea); "The British Experience" (Maurice Kogan); "The Australian Experience, Governments and Tertiary Education: Increased Centralization at Four Levels" (Grant Harman); "Bi-Lateral and Multi-Lateral Aid and the University: A Chinese Case Study" (Ruth Hayhoe); "Government Intervention and University Autonomy in Guyana and Tanzania--A Third World Perspective" (Vivian D. O. Patterson); "Teaching and Breaching: U.S. Higher Education and the Constitutional 'Wall between Church and State'" (Walter Hobbs); "State Formulas for Funding Higher Education: Trends and Issues" (Jane Adams Lamb); "Higher Education Associations in Washington: Influencing Government Intervention" (Harland G. Bloland); "The Drunkard's Streetlamp? Contexts of Policy Change in U.S. Teacher Education" (Catherine Cornbleth and Don Adams); "Government Investment in Research Universities for Economic Development" (Maureen McClure); and "The Imperial Role of the Empire State in Higher Education: Five Cases from New York in the 1970s" (Richard C. Lonsdale, Judith S. Glazer, David C. Levy, and Lynn D. Walsh). (KM)

ED 297 653 HE 021 621

Pickens, William H.
Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Mar 88
NOTE- 19p.; Testimony to the Senate Budget and Fiscal Review Subcommittee #1 on Education (February 29, 1988) and to the Assembly Ways and Means Subcommittee #2 on Education (March 8, 1988).
AVAILABLE FROM- California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Capital; *Educational Finance; Enrollment Rate; Expenditures; Facility Planning; Faculty Development; *Financial Support; Policy; *Postsecondary Education; *State Aid; State Government; Student Financial Aid; Teacher Salaries
IDENTIFIERS- *California
The Governor's budget for 1988-89 is described as it applies to California higher education. The scope of the higher education enterprise and its 1988-89 budget is discussed, including information on areas of increased funding and new policy initiatives and capital outlay funding. Budget issues that have long-term policy implications for consideration are: reform of community college finance; student financial aid; long-range facilities planning; cooperative intersegmental programs; and faculty development. The Governor's budget will continue to maintain the system of public and private higher education for which it is known, funding such responsibilities as enrollment growth, salaries, price increases, student financial aid, and capital outlay. Tables provide information on general funds for the major expenditure categories in the state budget; expenditures for public postsecondary education; full-time equivalent enrollment in the University of California and the California State University; percentage changes in state general funds and enrollment for all public segments of California education; funds proposed for capital outlay at California's public colleges and universities; total state and local capital outlay expenditures at the University of California, California State University, and the California Community Colleges; and intersegmental programs contained in the 1988-89 proposed budget. (SM)

ED 297 681 HE 021 694

Policy Statement on Disclosure, Confidentiality and the Integrity of the Accrediting Process.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- Oct 84
NOTE- 6p.; Adopted by the COPA Board on October 11, 1984.
AVAILABLE FROM- Council on Postsecondary Education, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Confidentiality; Disclosure; Ethics; Higher Education; *Institutional Evaluation; Integrity; Position Papers; Public Policy; Self Evaluation (Groups)
IDENTIFIERS- *Council on Postsecondary Accreditation

A policy statement on the accreditation process as adopted by the Council on Postsecondary Accreditation (COPA) is presented. The process requires an honest, rigorous self-analysis, an on-site evaluation by a team of peers, a team report, a review by an accrediting body, and final action defining the accredited status of the institution or program evaluated. It is necessary to have respect for confidentiality of information. The purposes and process are endangered when disclosure of aspects of the process inhibits the institution's or program's ability to provide full information and assess itself candidly and the accrediting body's ability to render sound judgement. Though this is a private process, accrediting decisions are used as a consideration in many formal actions by different publics. Thus, accrediting bodies have come to be viewed as quasi-public entities operating for the public interest. Legitimate needs of accrediting bodies must be reconciled with broader societal needs requiring disclosure of basic and essential information. Relevant considerations are discussed. Five principles relevant to disclosure are listed. Guidelines for accrediting bodies on disclosure of accrediting information relate to: information that must be published and disseminated; information that should be published relevant to affiliation status; information available upon request; information available only from the institution, or by the accrediting body with the consent of the institution; information necessary to correct misrepresentation; and information not available for dissemination under any circumstances. (SM)

ED 297 695 IR 012 335

Senese, Donald J.
The Challenge of Excellence in Education through Technology.
PUB DATE- 11 Jul 83
NOTE- 16p.; Paper presented at Microfest '83 (Storrs, CT, July 11, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; *Computer Uses in Education; Course Selection (Students); *Educational Research; *Educational Technology; Education Courses; *Federal Programs; *Scores; Special Education
IDENTIFIERS- National Commission on Excellence in Education
Several factors have been involved in elevating education as a prime issue of national concern. One such factor has been the advent of new technologies; another has been the report by the National Commission on Excellence which found a steady decline in Scholastic Aptitude Test scores, an increase in adult illiteracy, selection of nonrigorous academic studies by students, grade inflation with course content deflation, and people leaving the teaching profession. As a result of these findings, the Commission has called for the strengthening of state and local high school graduation requirements for English, mathematics, science, social studies, and computer science. The Office of Educational Research and Improvement (OERI) in the U.S. Department of Education is implementing programs using technology to improve teaching basic skills and using educational television to teach science. Federal grants have been awarded to various projects investigating the use of technology to offer training in an alternative occupation in high technology for secondary schools, to improve mathematics and reading skills, to develop computer managed instruction, to offer computer science courses for learning disabled and handicapped students, and to establish a Center for Technology to conduct research. The last project has been the Reagan Administration's encouragement to schools to become involved with and share information on instructional technology, and to get the private sector more involved in instructional technology. (DJR)

ED 297 723 IR 013 429

Strable, Elizabeth J.
A Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
PUB DATE- Apr 88
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Communication Skills; *Electronic Mail; Higher Education; *Intermode Differences; Language Arts; *Peer Influence; Preservice Teacher Education; *Responses; *Writing Evaluation
IDENTIFIERS- *Face to Face Communication
The similarities and differences in the responses student writers received from peer groups communicating face-to-face and by electronic mail were examined in this study. Subjects were 20 English/language arts teacher education students at the University of Virginia, who were divided into four groups with each group randomized to a treatment order (face-to-face or electronic mail first) and topic order. Comparisons were made on the number, tone, and content of writers' comments; writers' reasons for revisions; quality of final compositions; and writers' preference for a mode of communication when forced to select a single mode. Analyses of data obtained from the peer response sessions, follow-up interviews, and the students' compositions indicated that: (1) writers received equal numbers of comments in the two modes of communication; (2) positive comments addressing specific, substantive features of writers' text predominated in both modes, although writers received greater numbers of these comments in face-to-face sessions; (3) few differences were found in writers' reasons for revisions, but they identified the advice of peers with equal frequency for both kinds of sessions; and (4) the final compositions were of comparable quality. It was concluded that electronic mail sessions may function best as a complement to rather than a substitute for face-to-face sessions. Implications are drawn for a prototype in which an electronic mail environment could provide the tools necessary for teacher education students to learn to write and to teach writing, and data for the study are presented in three tables. (43 references) (Author/EW)

ED 297 810 JC 880 355

Agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators, 1987-1991.
Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- 87
NOTE- 42p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Teacher Dismissal; Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts

The agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators (DUE) is presented for the period between 1987 and 1991. The 12 articles in the agreement set forth provisions concerning: (1) recognition of the bargaining unit; (2) responsibilities of the Board of Trustees; (3) rights of the DUE, including collective bargaining rights and membership dues deduction; (4) DUE benefits, including use of college facilities, release time for the DUE president, and distribution of the agreement; (5) benefits for educators, including professional development, holidays, vacations, leaves, health and life insurance, and early retirement; (6) responsibilities and practices of educators with respect to outside compensated activities, professional obligations, annual teaching load, evening assignments, advising responsibilities, and office hours; (7) general professional practices, including those related to personnel files, promotion of teachers, removal of tenure, and non-renewal of appointments of non-tenured teachers; (8) salaries; (9) terms and conditions of employment; (10) conclusion of collective negotiations and severability; (11) approval of the legislature; and (12) duration of the agreement. Policies concerning academic freedom and salary schedules are appended. (EJV)

ED 297 824 JC 880 374

Dowdy, Helen B.
North Carolina State Board of Community Colleges Handbook.
North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 1 Sep 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; *Board of Education Role; *College Administration; *Community Colleges; *State Boards of Education; Two Year Colleges
IDENTIFIERS- *North Carolina
This handbook was developed to assist members of the North Carolina State Board (NCSB) of Community Colleges in the discharge of their duties and responsibilities. The first section provides a history of the North Carolina community college system, followed by a description of the NCSB's policy, objectives, membership, and code of ethics. The NCSB's scope of work is set forth next, including the roles of individual board members and the state board chair. The handbook then offers general guidance for the NCSB's involvement in political activities, and specific guidelines for writing to legislators. After outlining the responsibilities of the state president of the community college system, the handbook explains the manner in which North Carolina's community colleges are funded. The handbook concludes with a copy of the NCSB bylaws, a summary of the legal responsibilities of the NCSB, and a glossary of commonly used terms and acronyms often associated with education. (EJV)

ED 297 550 EC 210 602

Finance Formula. Abstract II: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Sep 85
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 254 035.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administration; *Disabilities; *Educational Finance; Elementary Secondary Education; Equal Education; *Financial Support; *Full State Funding; Grants; *Special Education
IDENTIFIERS- *Funding Formulas

This one-page abstract summarizes results of a final report of a federally funded project titled, "An Analysis of State Special Education Finance Formulas." Five major types of formulas were identified: flat grant, minimum foundation program, percentage equalizing, percentage matching, and full state funding of the excess cost of special education. Formula types were evaluated according to the criteria of equity, administrative efficiency, adequacy, objectivity, and flexibility. Findings indicated: the flat grant formula appears to be efficient and objective but has few advantages for the special education program unless funded at a high level; the minimum foundation program is advantageous from a general education perspective but is not sufficiently sensitive, nor provides enough flexibility nor meets the needs of smaller districts; the percentage equalizing formula has the potential for overcoming problems of the minimum foundation program if cost based and funded at a substantial state percentage; the percentage matching formula can provide flexibility, variation with need and price, and neutrality toward placement though low-fiscal capacity local agencies may be disadvantaged; and full state funding of the excess cost of special education is the most advantageous formula for special education, but may not be politically or fiscally feasible. (DB)

ED 297 578 FL 017 487

Baron, Dennis
The English Language Amendment: Backgrounds and Prospects.
PUB DATE- Mar 88
NOTE- 17p.; Expanded version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Constitutional Law; *English; Immigrants; Language Planning; Non English Speaking; *Official Languages; Political Influences; Social Influences
IDENTIFIERS- *English Language Amendment; United States
English has historically been accepted as the de facto language standard for the United States. Legislative efforts have attempted to manipulate language in this country, and there is presently an attempt to introduce a constitutional amendment making English the official language of the United States. Supporters of the amendment stress problems of miscommunication in a polyglot society, urge national unity, and emphasize the need to assimilate foreign populations. Opponents see the amendment as an effort not so much to promote English as to exclude certain non-English speaking immigrants, notably Hispanics and Asians, from our society. Adopting the amendment will not facilitate the adoption of English but may deter English learning by isolating non-English speakers further from the American mainstream. (Author/MSE)

ED 297 594 FL 017 503

Yoneyama, Asaji
Integration of Theory and Practice in a Pre-Service Teacher Training Course.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English (Second Language); Foreign Countries; *Language Teachers; *Microteaching; *Preservice Teacher Education; Second Language Instruction; Teacher Education Programs; Teaching Skills
IDENTIFIERS- Japan
A suggested approach to teaching instructional skills to future teachers of English as a second language incorporates microteaching techniques. These techniques include the practice teaching of limited and coherent groups of skills, one group at a time, scaled-down practice teaching situations, maximum relevant feedback to each trainee, and the opportunity to reteach the same lesson. The model consists of four parts: rationale or theoretical background, observation of skilled teachers, trial teaching, and experience as a pupil of peers' teaching. The trainee is given a chance to practice teaching with each skill, using this procedure: (1) the trainer gives a lecture and demonstration of the skill; (2) trainees view a relevant film; (3) each trainee demonstrates instruction using this skill; (4) video feedback and peer critiques are provided; (5) each trainee attempts to reteach that area; (6) video feedback and critique are given on the second trial; (7) each participant analyzes and compares the two trials; and (8) the group of participants compiles a language activity pack at the end of the course. Trainees taught by this method have reported a favorable response to it, despite some negative reaction to videotaping and viewing, and varying responses to individual elements of the method. (MSE)

ED 297 667 HE 021 643

Howard, Edrice Marguerite, Ed.
Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-157-4
PUB DATE- 88
NOTE- 366p.; For the second edition, see ED 283 468.
AVAILABLE FROM- Publication Service, IIE, 809 United Nations Plaza, New York, NY 10017 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Education; Educational Opportunities; *Foreign Countries; Geographic Location; Higher Education; International Cooperation; *International Programs; International Relations; *Study Abroad; *Travel
IDENTIFIERS- *Ireland; *United Kingdom
Information on 828 study programs taking place in England, Scotland, Wales, Northern Ireland, and the Republic of Ireland is provided. Many are academic offerings of United States, British, and Irish colleges, universities, and polytechnics, and the remainder are offered by a variety of organizations such as adult education centers, vocational schools, field centers, art schools, professional organizations, and other public and private educational agencies. Instructions are given on how to use the book. Programs are listed by the country and city in which resident study takes place. Each program is broken down by sponsor and name, location, dates, subjects, credit, eligibility, instruction, highlights, costs, housing, deadline, and contract. There is a discussion of researching the options (language considerations, program location, disabled students, adult learners); educational choices (arranging academic credit, types of study-abroad programs, direct enrollment, vacation study programs, internships); finances (scholarships, working abroad); and travel and living (laws and customs; accommodations; passports, visas, and vaccinations; medical insurance and other health concerns; transportation). The appendices list consortia and U.S. study-abroad census. Index I and II list sponsoring institutions and fields of study. (SM)

ED 297 737 IR 052 408

Preservation Planning Project Study Team. Final Report.
Pittsburgh Univ., PA. Libraries.
SPONS. AGENCY- Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Nov 87
NOTE- 97p.; For additional recent reports in this series, see ED 277 383-385 and ED 286 503; for preservation planning study guides, see ED 282 560-561.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 (OMS Pub No. PP15, $15.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; *Library Facilities; *Library Materials; *Library Planning; *Library Research; Long Range Planning; Physical Environment; Position Papers; *Preservation; Self Evaluation (Groups)
IDENTIFIERS- *University of Pittsburgh PA

This final report is a product of a comprehensive 14-month Preservation Planning Program (PPP) self-study conducted by the University of Pittsburgh Libraries, working with the Association of Research Libraries' (ARL) Office of Management Studies. The PPP is designed to put self-help tools into the hands of library staff responsible for developing plans and procedures for preserving library materials. A study team of six librarians carried out the study, and an additional 29 staff members participated in gathering and analyzing data for this study, which was intended to develop a 5-year preservation plan. Recommendations for five major areas are presented in this report: Collections Conditions; Environmental Conditions; Organization and Procedures; Resources/Instruction; and Disaster Planning. These recommendations focus on improving the environmental conditions of book storage, extending the capacity to repair and reformat damaged books, developing education/awareness programs for staff and users, and increasing preservation resources. Appended are the charges to the study team and to the task forces responsible for the five particular areas of concern, and a list of documents produced by the study. (CGD)

ED 297 752 IR 052 468

Penhale, Sara J.; And Others
Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
Earlham Coll., Richmond, Ind.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 30 Jul 87
NOTE- 5p.
GRANT- CLR-799-C
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstracts; Biology; College Libraries; Comparative Analysis; Higher Education; Indexes; *Intermode Differences; *Library Instruction; *Online Searching; Reference Services; *Research Tools; *Undergraduate Students
IDENTIFIERS- *Index Medicus; *Printed Materials

The object of this study was to assess the value of teaching online searching techniques to undergraduate students for the completion of a specific assignment in a human biology course, both as a research tool and as a means of supplementing the limited holdings of primary medical literature in a small college library. Students were divided into two groups, with one group using the online version of Index Medicus to obtain citations for the assigned paper, while the other group used the paper version of the index. For a second paper, the groups' use of online or paper versions was reversed. Responses to a questionnaire completed by the students indicated that they were satisfied with the results of their online searches, that online searching permitted them to find citations that were highly focused on their topics, and that they were able to find the citations faster than by hand. Faculty found no difference in the quality of the papers based on the use of online or printed versions of the Index Medicus, but found that, as usual, the second research paper was better than the first one for students in both groups. Although students believed that online searching should be taught, they also strongly supported the teaching of the print versions of the online resources. A further evaluation of the use of online searching is now underway, using a CD-ROM version of Index Medicus, in order to determine whether such an online version can provide students with more opportunities to undertake online searching at no additional cost, and without the need for as much assistance from the reference librarian. (EW)

ED 297 782 IR 052 503

Koga, James S.
Break up a File with EDLIN.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Software; *Data Processing; Filing; Floppy Disks; *Information Storage; Microcomputers; *Online Searching; *Word Processing
Online searchers who download large amounts of data into a single ASCII file often have difficulty fitting that large file into their MS-DOS word processors for post-processing. This paper gives step-by-step instructions for using EDLIN, a text editor for DOS files, to break up a large downloaded file into smaller files. (1 reference) (Author/EW)

JC

ED 297 853 PS 017 478

Sevigny, Karen
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
Detroit Public Schools, MI. Dept. of Evaluation and Testing.
PUB DATE- Jul 87
NOTE- 20p.; For the third study in this series, see PS 017 479.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; Comparative Analysis; *Elementary School Students; *Extended School Day; Grade Repetition; Kindergarten; *Kindergarten Children; Longitudinal Studies; *Outcomes of Education; Primary Education; Program Effectiveness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Michigan (Detroit)
This longitudinal study, which is second in a series of reports on the Detroit Public Schools' Extended Day Kindergarten (EDK) Program, investigated effects of the program on students as they went through elementary school. Participants were randomly selected groups of students who were provided EDK experiences and, for comparison purposes, randomly selected students who attended a traditional kindergarten and received Chapter 1 services. Reported here are findings for students selected in kindergarten in 1983-84 and 1984-85. These students were in primary grades 2 and 1, respectively, during the 1985-86 school year. Achievement data for both groups were obtained from final report cards and scores on the Assessment of Basic Curriculum Skills reading and mathematics subscales. Data were also gathered on number of days absent, compensatory education services received, and retention in grade. Achievement data indicated that in grade 2, experimental (EDK) students scored significantly higher than controls on both test results and report cards. No difference was found between experimental and control groups in grade 1. There was no difference between groups in attendance. More experimental than control students were retained in grade 1 in the 1985-86 school year. Recommendations for continuing the study are offered. (RH)

ED 297 868 PS 017 504

Kagan, Sharon L., Ed.; And Others
Four Year Olds: Who Is Responsible?
Connecticut State Dept. of Education, Hartford.
PUB DATE- Apr 85
NOTE- 43p.; A report presented to the Connecticut Board of Education by the Committee on Four Year Olds, Their Families, and the Public Schools.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; Educational Needs; Educational Quality; *Educational Responsibility; National Surveys; *Outcomes of Education; *Preschool Education; *Program Development; Program Evaluation; Social Services; *State Programs
IDENTIFIERS- *Connecticut; Research Results; *State Role
In 1984, the Connecticut State Board of Education (CSBE) convened a study committee to: (1) establish a conceptual foundation supporting developmentally appropriate programs and services for 4-year-old children and their families; (2) assess existing services and identify served and unserved populations, providers of services, and gaps in services; (3) identify methods of coordinating existing services and new services needed by the population; (4) assess the costs, personnel and training needs, and impact of new services on the current structure of kindergarten and the primary grades; and (5) make recommendations regarding the above to the CSBE. This report begins with a rationale for early childhood programs and services that is based on demographic and empirical data and focuses on the issue of high quality programs. Subsequently explored are services offered in other states. Service inequities are highlighted, the emerging family support movement is discussed, and concluding facts and principles are derived. Finally, recommendations and an action plan are presented. Appended are related materials, such as a map of Connecticut school districts with pre-kindergarten enrollment, a list of Connecticut state agencies providing programs and services for 4-year-olds, and tables of levels of slots available by county, type of community, and per capita income. A four-page reference list is included. (RH)

ED 297 496 EC 210 347

Lococo, Jomar K.; Tracy, John M.
A Survey of Language Services to Adolescents in Oregon Public Schools.
PUB DATE- Apr 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Clinical Experience; *Communication Disorders; Diagnostic Tests; *Educational Diagnosis; Elementary Secondary Education; Higher Education; Intervention; Language Skills; Language Tests; *Preservice Teacher Education; Professional Services; Screening Tests; Speech Evaluation; *Speech Handicaps; Speech Pathology; Speech Tests; *Speech Therapy; Standardized Tests; State Surveys; Teacher Made Tests; Teaching Methods; Therapists
IDENTIFIERS- *Oregon
This survey aimed to identify the extent and types of preservice training that Oregon speech-language pathologists received with language-disordered adolescents, and to describe the types of services these clinicians provide. A total of 229 Oregon speech-language pathologists was surveyed, with a response rate of 55% (n=125). Responses showed that 22% had completed a course devoted specifically to adolescent development, and slightly more than half reported some preservice clinical experience with adolescents. The language screening tools most often used by the respondents were informal or clinician-made tests, followed by standardized norm-referenced screening tests. The five language diagnostic procedures most often used were: (1) teacher conferencing and recommendations; (2) "Clinical Evaluation of Language Functions"; (3) informal/systematic observation; (4) semantic, syntactic, and morphologic language sample analysis; and (5) "Test of Adolescent Language." The respondents most often employed the itinerant scheduling model and the one-to-one or small group method for intervention. The use of the intervention approaches of role playing, experiential learning, and curriculum adaptation was nearly equally distributed among respondents. (JDD)

ED 297 509 EC 210 360

Mott, Donald W.; Weeldreyer, Janet C.
Psychometric Characteristics of the Child Development Rating Scales.
PUB DATE- Mar 88
NOTE- 12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Behavior Rating Scales; Communication Skills; Daily Living Skills; *Developmental Disabilities; Infants; Interpersonal Competence; Motion; Parent Role; *Psychometrics; Test Reliability; Test Validity; Young Children
IDENTIFIERS- *Child Development Rating Scales
The Child Development Rating Scales (CDRS) is a parent-administered adaptive behavior assessment instrument for use with children whose developmental age is birth through 5 years and whose chronological age is birth through 8 years. The scale was developed in order to conduct research on parents' abilities to assess a wide range of skills in their handicapped children and on the effects of parents' levels of empowerment, resulting from utilizing the CDRS as part of their children's assessment regimens. The CDRS is comprised of items from both the Wisconsin Behavior Rating Scales and the Vineland Adaptive Behavior Scales and yields an overall age score, as well as age scores in each of four subscales: communication, daily living skills, socialization, and movement. Two studies were conducted to assess the reliability and validity of the CDRS, with a combined N of 49. Results suggest that the CDRS yields reliable and valid results. (Author)

ED 297 537 EC 210 388

Wilhelm, Irma J., Ed.
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
North Carolina Univ., Chapel Hill. Div. of Physical Therapy.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Feb 88
NOTE- 90p.
AVAILABLE FROM- Division of Physical Therapy, Department of Medical Allied Health Professions, School of Medicine, CB# 7135 Medical School Wing E, 222H, University of North Carolina at Chapel Hill, NC 27514 (free, limited supply).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Agency Role; Allied Health Occupations Education; *Change Strategies; *Children; Coordination; Curriculum Development; *Delivery Systems; Health; Interpersonal Communication; Labor Needs; Measurement Techniques; Mothers; *Needs Assessment; *Physical Disabilities; *Physical Therapy; Professional Education; Rehabilitation; Theory Practice Relationship
IDENTIFIERS- *Child Health; Maternal Health

This symposium considered major issues in the delivery of physical therapy services to children and their families. The 26 invited participants used a series of formal presentations and small and large group sessions to identify issues, set priorities for action, and develop preliminary recommendations. Formal presentations include: "Issues and Priorities in Pediatric Therapy Research" (Martha Piper); "Issues in Education" (Barbara Connolly); and "The Practice of Physical Therapy with Children, Adolescents and Their Families" (Alice Shea). Group discussions following each presentation are summarized. Several high priority issues in pediatric physical therapy are identified and discussed: manpower shortage, identification of the scientific basis of practice, translation of the scientific basis into practice, measurement, curriculum, spectrum of practice, and communication and coordination of services. Strategies for implementing change in the priority areas are outlined. Several short presentations describe the roles of the following agencies in support of physical therapy in pediatrics: Maternal and Child Health Training of the Bureau of Health Care Delivery and Assistance, U.S. Department of Health and Human Services; United Cerebral Palsy Research and Educational Foundation; and American Physical Therapy Association. An appendix contains a copy of a survey sent to 80 physical therapists concerning their priorities for maternal and child health, along with a summary of results. (JDD)

ED 297 563 FL 016 116

Tikunoff, William J.
Utility of the SBIF Features for the Instruction of LEP Students.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SBIF-83-R.15/16
PUB DATE- Sep 83
NOTE- 71p.; For related documents, see FL 016 113-120.
CONTRACT- 400-80-0026
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Bilingual Education; Classroom Communication; *Classroom Environment; *Classroom Techniques; Cultural Awareness; Educational Assessment; Educational Policy; English (Second Language); *Language of Instruction; Limited English Speaking; *Program Effectiveness; Program Evaluation; Scheduling; Student Participation; Teacher Characteristics; *Teaching Styles; Testing
The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables through a variety of quantitative and qualitative procedures. This document reports on a study segment verifying the utility of the initial findings for practitioners: (1) for improving instruction for LEP students, (2) for implementing instructional programs, and (3) for aiding various ethnolinguistic groups. Verification was carried out through meetings with teachers of LEP students, teacher educators, administrators of bilingual education programs, and others interested in the instruction of LEP students. The participating practitioners indicated that the framework for bilingual instruction developed in the study was a potentially useful tool for conceptualizing, observing, analyzing, and evaluating instruction. They also saw two areas for change in school district policies regarding bilingual education: discouragement of language alternation and over-frequent testing. (MSE)

ED 297 625 HE 021 541

Financial Aid for Minorities in Engineering and Science.
Garrett Park Press, Md.
REPORT NO.- ISBN-0-912048-57-3
PUB DATE- 87
NOTE- 62p.; For related documents, see HE 021 542-546.
AVAILABLE FROM- Garrett Park Press, P. O. Box 1908, Garrett Park, MD 20896 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agricultural Engineering; American Indians; Architectural Education; Biological Sciences; Black Students; Chemical Engineering; Civil Engineering; Demand Occupations; Eligibility; *Engineering Education; Enrollment; Ethnic Groups; Fellowships; Geology; Grants; Higher Education; Hispanic Americans; Majors (Students); Marine Biology; Mathematics Education; Meteorology; Mining; *Minority Groups; Nuclear Physics; Physics; Psychology; Scholarships; *Sciences; Sociology; Student Employment; *Student Financial Aid; Student Loan Programs; Zoology
IDENTIFIERS- Aeronautical Engineering; Atmospheric Sciences; Electrical Engineering; Nuclear Engineering; Petroleum Engineering; Surveying; Transportation Engineering
This directory of financial aid sources for minority students majoring in engineering or scientific fields includes the following types of information: (1) summary and description of the field, including college enrollment statistics, degrees awarded, demand for graduates (including salary ranges), and definitions of major fields; (2) directory of financial aid programs that assist minority group students with scholarships, fellowships, loans or other financial aid (each directory entry provides the name and address of the organization and a brief description of the type of aid provided and any special restrictions or requirements); (3) a list of associations and other organizations in these fields offering additional assistance to students; and (4) a list of books and other resources. An index by major field is also provided. (KM)

ED 297 640 HE 021 607

South Carolina Higher Education Statistical Abstract. Ninth Edition.
South Carolina Commission on Higher Education, Columbia.
PUB DATE- May 87
NOTE- 95p.
AVAILABLE FROM- South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, South Carolina 29201.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Degrees (Academic); Enrollment Trends; Equal Education; Equal Facilities; Expenditures; Foreign Students; Full Time Equivalency; Full Time Students; *Higher Education; Income; Private Colleges; Racial Composition; State Aid; State Colleges; *State Surveys; State Universities; Vocational Schools
IDENTIFIERS- *South Carolina

Current statistical data on higher education in the state of South Carolina is provided. Topics are 10-year analysis of full-time equivalent (FTE) enrollments by level; 10-year analysis of headcount enrollments by level; 10-year analysis of headcount enrollment, technical colleges; 1986 opening fall enrollments; 1986 opening fall enrollments, percentage changes; first time entering freshmen, percentage changes; 1986 opening fall enrollments by race and level; non-resident aliens compared to total enrollments; 1986 enrollments, headcount in-state versus out-of-state; student/faculty data comparisons, fall 1985 with fall 1986; degrees awarded by race, sex, and academic discipline; total degrees awarded; analysis of educational and general revenues and expenditures, 1985-86; 10-year comparison of state educational appropriations; and full-time equivalent employees, fall 1986. (SM)

ED 297 767 IR 052 488

Library Programs; Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1987. LSCA Title IV.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP-88-709
PUB DATE- Jun 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Bookmobiles; *Construction Programs; Cultural Influences; Grants; Library Services; Literacy Education; *Needs Assessment; Oral History; Outreach Programs; *Public Libraries; Rural Population; Tribes
IDENTIFIERS- *Alaska; *Hawaii; Library Services and Construction Act

This booklet provides information on the third year of funding (fiscal year 1987) of the Library Services and Construction Act (LSCA), Title IV grant programs, which provides appropriations for Indian tribes and Hawaiian natives under two program cycles: Basic Grants and Special Projects. An explanation of the Basic Grants program is presented, with an appended table showing a breakdown of funding by activity for each tribe's basic grant. Details are given of each Special Projects award, including a map and funding summary. These summaries indicate how each grantee uses funds and highlight projects that provide members of the communities with the advantages and services of a public library. Hawaiian Natives Projects, which are funded under the Basic Grant program, are also listed, and information provided for each of the 16 projects includes its funding, its objective, and a brief summary of the activities to be accomplished. (CGD)

ED 297 797 JC 880 335

Magid, Annette
Cooperative Communication: A Study of Group Interaction.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Symposium on Developmental/Remedial Education of the New York College Learning Skills Association (11th, Catskills, NY, April 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Conventional Instruction; *Cooperative Learning; *Discussion (Teaching Technique); Group Dynamics; Remedial Instruction; *Small Group Instruction; Student Participation; *Teaching Methods; Two Year Colleges; Writing Improvement

A study was conducted to assess the psychological effectiveness of cooperative small group learning among junior college students with less than 11th grade skill levels. Three English classes, reflecting the overall student population, were chosen. All classes met three days a week and had the same instructor and out-of-class assignments. Two of the classes had small group study sessions one day a week, instead of traditional teacher-lead classroom instruction and discussions. Group membership and the roles of note taker and group spokesperson rotated each week. During the final weeks of the term, all classes were returned to the traditional style of instructor-lead discussions. Students who had been involved in the small group study sessions asked more questions and offered more responses in all class discussions than students who had not been involved in the group work. The small group classes passed the course with 15% more A's and B's, showed more improvement in writing and grammar skills, and seemed better able to complete the writing assignments. The small group interaction also seemed to help returning adults and disabled students participate more freely and eased their transition into the traditional teacher-controlled classroom. It was concluded that, when used in conjunction with whole class lectures and discussions, cooperative learning groups can be a very effective teaching tool. (EJV)

ED 297 825 JC 880 375

Simmons, Howard L.
Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."
PUB DATE- Jul 88
NOTE- 19p.; Paper presented at the League for Innovation in the Community College Conference, "Institutional Effectiveness in the Community College" (Charlotte, NC, July 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *Community Colleges; Curriculum Evaluation; *Evaluation Methods; *Institutional Evaluation; *Outcomes of Education; Program Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Middle States Association of Colleges and Schools
Whether by state mandate, institutional initiative, or the requirements of accrediting bodies, community colleges and other institutions of higher education are giving increased attention to assessment and evaluation. In the region accredited by the Middle States Association (MSA) of Colleges and Schools, for example, several community colleges have implemented novel approaches to institutional evaluation. Genesee Community College (New York) and Middlesex County College (New Jersey) have adopted a cyclical program/service review process, using outside evaluators appointed by the MSA in consultation with the institution. Nassau Community College's (New York) review model focuses on the outcomes of the teaching/learning process, recognizing faculty as the key managers and practitioners of program review. Delaware County Community College (Pennsylvania) was one of the original participants in the American College Testing Program's College Outcomes Measures Project, and continues to use and improve this assessment model to evaluate student outcomes. Monroe Community College (New York) has developed a practical and readable fact book, which documents collegewide outcomes related to the fulfillment of specific goals and objectives. Dundalk Community College (Maryland) is currently undertaking a "Study of Learning Excellence" as a substitute for traditional accreditation self-study and evaluation processes. As a final example, New Jersey's community colleges use a state-mandated multidimensional program of outcomes assessment. Though community colleges are making progress in the assessment process, they must continue to develop their research capacity and adopt appropriate strategies for the assessment of student outcomes and institutional effectiveness. (AJL)

ED 297 839 JC 880 405

McCarroll, Judy; Jones, Dennis
Connecticut State Technical Colleges Fact Book, 1987-88.
Connecticut State Board of Trustees for State Technical Colleges, Hartford.
PUB DATE- Aug 88
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Class Size; *College Faculty; College Graduates; College Transfer Students; *Educational Finance; *Enrollment; Enrollment Trends; Expenditure per Student; Full Time Equivalency; Income; Job Placement; Minority Groups; State Surveys; Student Characteristics; *Technical Institutes; Tuition; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Connecticut
Current and historical data on the Connecticut State Technical System and its five component campuses are provided in this report. Parts I through III present enrollment data for courses financed through the tuition fund, the extension fund, and both funds combined. Information is provided on headcount and full-time enrollment trends by program and campus; full- and part-time enrollments; class size; student characteristics (i.e., age, sex, ethnicity, and residence); faculty/student ratio; and student attrition. For extension fund programs, non-credit and continuing education unit enrollments are also examined. Graduation and placement data are presented in part IV, including degrees and certificates awarded, placement by campus, graduate employment patterns, transfer patterns, and companies employing 1987 graduates. Part V offers data on community college faculty by college, ethnic group, sex, rank, and technology. Finally, part VI presents selected financial data, including a summary of tuition and general fund expenditures, a statement of income and expenses for the educational extension fund, information on distribution of expenditures, and 7-year comparisons of costs per student, per credit, per contact hour by college. (EJV)

ED 297 883 PS 017 524

Austin, Ann M. Berghout; And Others
A Comparison of Helping, Sharing, Comforting, Honesty, and Civic Awareness for Home Care, Day Care, and Preschool Children.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Awareness; *Day Care; Early Childhood Education; *Family Environment; Moral Values; Outcomes of Education; *Preschool Children; *Problem Solving; *Prosocial Behavior
IDENTIFIERS- Honesty; Sharing Behavior
In a study designed to determine whether experience in day care or preschool affects children's knowledge and enactment of prosocial behaviors, 39 children in day care, preschool, and home care were pre- and post-tested concerning: (1) their understanding of helping, sharing, comforting, honesty, and civic awareness; (2) their definitions of helping, sharing, comforting, and honest behaviors; and (3) their judgment of what their behavior would be in helping, sharing, comforting, or honesty dilemmas. Scores did not differ between groups for any dependent variable other than civic awareness. Preschool children scored higher than day care or home care children on civic awareness. Civic awareness scores were divided into awareness of national symbols, government figures, historical figures, religious figures, and Star Wars and cartoon characters. Preschool children scored higher on awareness in all categories except Star Wars and cartoon characters, for which the three groups did not differ. Data indicated that: (1) participation in a high quality child program expands a child's awareness of the world; (2) knowledge of cartoon and film figures appears to be part of the culture of childhood and is held by most children; (3) alternative and supplemental childrearing experiences do not necessarily affect children's prosocial values and notions of honesty. (RH)

ED 297 595 FL 017 510

Costin, Barbara Wei-hao Shen
Cognition and Comprehension: A Study of the Need for Incorporation of Bloom's Taxonomy of Educational Objectives in English as a Second Language Remedial Reading Programs.
PUB DATE- Jul 86
NOTE- 181p.; Master's Thesis, Chinese University of Hong Kong.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Students; *English (Second Language); Foreign Countries; Higher Education; Program Evaluation; Remedial Programs; *Remedial Reading; Schemata (Cognition); Second Language Instruction; Surveys; Teaching Skills
IDENTIFIERS- *Blooms Taxonomy; Hong Kong; *Schema Theory
A survey conducted at the Hong Kong Baptist College gathered information about first-year remedial reading instruction in English as a second language (ESL). The study focused on the kinds and purposes of reading assignments, the levels of cognitive processes related to reading assignments, the cognitive ability levels of weak students, the cognitive process levels to be reinforced in ESL remedial reading, and implications for change in the reading program. Results showed that a substantial percentage of students, 21%, were regarded by their teachers as weak, with deficiencies in the four lower levels of Bloom's Taxonomy of Educational Objectives in the cognitive domain (knowledge, comprehension, application, and analysis), which were also the most required skills. It is suggested that English language teachers could reinforce the needed cognitive skills in reading programs by means of a cognitively oriented approach, using schema theory with an interactive, top-down, bottom-up processing model, complemented by cognitive skills training through questioning. A sample text, schema, and questions are provided. (Author/MSE)

ED 297 696 IR 012 336

Senese, Donald J.
The Challenge of the Information Age--Forging the Frontiers of Excellence in Education.
PUB DATE- 22 Oct 83
NOTE- 17p.; Keynote address presented at the conference on "Computer Impact on Excellence in Education" (Bellflower, CA, October 22, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; Computer Literacy; Computer Science Education; Computer Software; *Educational Technology; Elementary Secondary Education; *Federal Programs; Instructional Effectiveness; *Instructional Improvement; Instructional Systems; Job Skills; Microcomputers; Research Projects; *Skill Development
Pointing out the current need for emphasis on academic achievement and excellence, this paper discusses challenges faced by educators in seeking to make the best use of advanced technologies to prepare students for life in the information society. The three major goals of education are identified as preparing individuals with the computer skills needed for the job market, improving skill instruction, and increasing the productivity of teaching. It is noted that interest in using technology in schools at all levels is widespread, as evidenced by statistics on microcomputer acquisition and use, and special meetings to explore potential uses of technology. The importance of the computer as a tool for the improvement of instruction in the basics is discussed, and current programs in The Office of Educational Research and Improvement (OERI) are briefly described. These projects include the MATH/TECH program for seventh through twelfth grade classroom application; Project Quill, which uses the microcomputer to help teachers teach writing to third through sixth grade students; a series of school-based technology demonstration sites using technology in the fields of science, mathematics, reading, and writing; the use of educational television to teach science through programs such as the "Voyage of the Mimi" and "3-2-1 Contact"; and the establishment of a Center for Technology at Harvard University to focus on key issues in education and technology. (DJR)

ED 297 709 IR 013 413

Char, Cynthia A.; Tally, William
Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Oct 86
NOTE- 39p.
AVAILABLE FROM- Center for Children and Technology, Bank Street College of Education, 610 West 112th St., New York, NY 10025 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Art Activities; Case Studies; *Classroom Techniques; Comparative Analysis; Elementary Education; *Instructional Design; Intermode Differences; Large Group Instruction; Models; *Science Instruction; Small Group Instruction; Teacher Role; Teaching Methods; *Videodisks
These four case studies examine the introduction of interactive videodisc technology into three classroom settings by two art and two science teachers at the elementary school level. Five models of videodisc use were employed: (1) teacher presentation or teacher-led class discussion; (2) activity stimulus; (3) programmed disc-based environments (i.e., simulations, games, or other problem-solving contexts); (4) visual databases; and (5) student presentations. It was found that videodisc use was important in both large group and small group instruction, that elementary school classrooms make extensive use of visual information resources, and that videodiscs can be used to meet this information need. Both students and teachers found the videodiscs--which permitted student and teacher control over the pacing, access, and replay of information--to be a stimulating alternative to regular classroom instruction. However, it was also found that, contrary to assumptions held in the videodisc industry, teachers are neither simply consumers of existing videodiscs nor are they designers and programmers who possess the knowledge, time, and energy to redesign and retrofit videodiscs. It is suggested that teachers could, nonetheless, make valuable contributions to the videodisc design process. Four explanatory footnotes are provided. (27 references) (EW)

ED 297 724 IR 013 430

Kass, Heidi; And Others
A Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see IR 013 431.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Computer Literacy; Developed Nations; Equal Education; Foreign Countries; Microcomputers; *Models; *Predictor Variables; Secondary Education; Self Esteem; *Sex Differences; Social Environment; Stereotypes; *Student Attitudes; Urban Environment; *Use Studies
IDENTIFIERS- *Access to Computers; Canada
This paper describes the Manifold Access Model, which has been developed for the simultaneous representation and analysis of the interrelationships between five variable clusters: (1) computer access; (2) personal and social attitudes and values with respect to computer use; (3) self-assessed competence and confidence with respect to computer use; (4) opinions of held stereotypes about computer use and users; and (5) perceptions of social issues and concerns accompanying widespread computer use. The validity and predictive utility of the proposed model with respect to school access is examined with data from a representative sample of over 2800 urban 16-year-olds from across Canada. The data showed that the variable clusters of the model (personal and social values, self confidence and competency, and attitudes) proved to be better predictors of access rather than such indicators as, for example, parents' education or student academic ability. The text is supplemented by four figures and two tables. (25 references) (Author/EW)

ED 297 783 JC 870 380

Skinner, Elizabeth Fisk; Carter, Stephen
A Second Chance for Texans: Remedial Education in Two-Year Colleges.
National Center for Postsecondary Governance and Finance, Tempe, AZ.; Texas Association of Junior and Community Coll. Administrators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 26p.
GRANT- OERI-86-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; Community Colleges; Educational Assessment; Educational Testing; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Remedial Instruction; *Remedial Programs; School Policy; Screening Tests; *State Surveys; *Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Texas

A study was conducted of remedial education programs in community and junior colleges and technical institutes in Texas to produce baseline data on the current range of remedial education practices and to assess the outcomes achieved. Every two-year college in the state (N=62) participated in the study, providing information on policies and practices related to assessment and placement, descriptions of the remedial programs, policies relating to remedial education course credit, program evaluation, and program strengthens and weaknesses. Study findings included the following: (1) all but three colleges assessed new students in reading, writing, and mathematics, typically reviewing national achievement test scores at the time of registration and administering standardized tests to those students without test scores; (2) 27 colleges indicated that they did not use any specific procedure to determine assessment criteria, and only 15 colleges reported having conducted a systematic study to determine cut-off scores; (3) of those students assessed in reading and writing across the colleges, an average of 40% performed at a level that identified them as needing remediation; (4) of the students diagnosed as needing remediation, 52% enrolled in remedial courses in reading, 64% enrolled in remedial writing courses, and 63% enrolled in remedial math courses; and (5) all but two colleges offered remedial courses in reading, writing, and mathematics. (EJV)

ED 297 811 JC 880 356

Agreement between Lakeshore Vocational, Technical and Adult Education District Board and Lakeshore Education Association, 1987-1989.
PUB DATE- 87
NOTE- 51p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Teacher Dismissal; Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts

The agreement between the Lakeshore Vocational, Technical and Adult Education District Board and the Lakeshore Education Association is presented for the period 1987-1989. The articles in the agreement set forth provisions related to: (1) recognition and composition of the bargaining unit; (2) pay variations for various or unusual conditions; (3) work schedules; (4) work load (a work load percentage chart is included); (5) the teacher utilization advisory committee; (6) teacher contracts; (7) discharge and discipline; (8) pay provisions; (9) payroll deductions; (10) advance credits and occupational experience; (11) extra-duty conditions; (12) pay for substituting; (13) insurance; (14) sick leave; (15) leaves of absence; (16) retirement; (17) grievance procedures; (18) resolution of differences by peaceful means; (19) a management rights clause; (20) maintenance of standards; (21) waiver and savings clauses; and (22) duration of the agreement. Instructional calendars, salary schedules, and a memorandum of understanding are attached. (EJV)

ED 297 510 EC 210 361

Steckelberg, Allen; Vasa, Stanley F.
Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.
PUB DATE- 31 Mar 88
NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Disabilities; Education Majors; Higher Education; *Paraprofessional School Personnel; *Personnel Management; Skill Development; Special Education; *Staff Role; *Teacher Education; *Teaching Methods; Tutors; Undergraduate Study; Units of Study; Volunteers
The use of auxiliary personnel, which includes paraprofessionals, volunteers, and peer- and cross-peer tutors, has become prevalent in special education programs. Teacher education programs need to focus on the skills required by teachers to utilize these assistants appropriately and effectively. This paper outlines one method for incorporating an instructional module into an undergraduate teacher curriculum. The training module's components include: rationale for utilization of auxiliary personnel, legal and ethical constraints upon use, description of roles and responsibilities of teachers and auxiliary personnel, issues in training auxiliary personnel, and methods for supervising paraprofessionals. It is recommended that the competencies be achieved through an intact instructional module delivered primarily in one course, and guidelines are provided for appropriate placement of the module in the curriculum. Student competencies upon completion of the module are listed. The instructional methodology utilizes student reading materials, lecture presentations, class discussions, class assignments, and assessment of student knowledge. (JDD)

ED 297 523 EC 210 374

Sainato, Diane M.; Strain, Phillip S.
((Early Intervention for Handicapped Preschool Children)).
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- Oct 87
NOTE- 8p.
AVAILABLE FROM- PRISE Reporter, 200 Anderson Rd., King of Prussia, PA 19496.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adjustment (to Environment); Assistive Devices (for Disabled); Child Development; Courseware; Developmental Stages; *Disabilities; Educational Diagnosis; Educational Legislation; High Risk Persons; Infants; *Mainstreaming; *Normalization (Handicapped); Peer Relationship; Preschool Education; *Student Adjustment; Young Children
IDENTIFIERS- *Early Intervention; Education of the Handicapped Act Amendments 1986
This issue of the newsletter focuses on early intervention for handicapped preschool children. The lead article, entitled "Promoting Independent Work Skills in Handicapped Preschool Children," highlights findings of a project designed to identify critical skills needed for independent functioning in mainstream preschool and kindergarten environments, select target behaviors for intervention, and identify effective intervention procedures. Issues addressed include promoting independent work skills in the absence of the teacher, increasing responding during group instruction, facilitating transition times between activities, and promoting independent seatwork skills. Additional sections of the newsletter describe a published research study on preschool peer interactions, review four current publications in the area of early intervention and developmental problems, summarize the Carolina Curriculum for Handicapped Infants and Infants at Risk, and describe a norm-referenced skill assessment instrument for children ages 2 and 3. The newsletter also provides a courseware review and descriptions of adaptive devices, as well as a review of two videocassette programs, one on the analysis of movement patterns from birth to 12 months in a developmentally normal child, the second on Public Law 99-457, Education of the Handicapped Act Amendments 1986. (JW)

ED 297 551 EC 210 603

Least Restrictive Environment. Abstract III: Research & Resources on Special Education.
American Association of School Administrators, Arlington, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; National Association of State Boards of Education, Alexandria, VA.; National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Dec 85
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 254 036.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Civil Liberties; Classroom Environment; Definitions; *Disabilities; Educational Legislation; *Educational Trends; Instructional Design; Instructional Effectiveness; Interpersonal Competence; *Mainstreaming; Peer Acceptance; Special Classes

This one-page abstract summarizes results of a final report of a federally funded research project titled, "Research Integration Project: Analysis and Review of Research on Least Restrictive Environments for Handicapped Learners." The goal of the project was the review, analysis, and interpretation of research on the concept of "least restrictive environment." The paper defines the term and examines the legal and legislative background which is based on the assumption that removal from the regular classroom setting potentially abrogates a student's rights. Results of evaluation of various administrative arrangements indicate that differences between regular and self-contained special education classroom environments are not typically as large as differences in classroom characteristics such as curriculum, teacher-student ratio, and teacher qualifications. The project also reviewed those variables related to the design of instruction and the educational environment encompassing factors related to both academic achievement and social outcomes. It is concluded that the amount of time a student is integrated is but one variable which may, or may not, have an impact on student achievement and/or social growth. (DB)

ED 297 579 FL 017 488

Studerus, Lenard, Ed.
Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
Summer Inst. of Linguistics, Dallas, Tex.; Texas Univ., Arlington.
REPORT NO.- ISBN-0-88312-012-7
PUB DATE- 87
NOTE- 137p.; Papers in this volume stem from the spring, 1986 Linguistics Forum Series (University of Texas, Arlington), and the Summer Institute of Linguistics (International Linguistics Center, Dallas, TX).
AVAILABLE FROM- Academic Book Center, Summer Institute of Linguistics, 7500 W. Camp Wisdom Rd., Dallas, TX 75236 ($22.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *African Languages; *Applied Linguistics; Comparative Analysis; Diachronic Linguistics; *Dialects; French; Language Research; Morphology (Languages); *Nouns; Phonology; Second Language Instruction; Semantics; Sociolinguistics; *Spanish; Syntax; Trend Analysis
IDENTIFIERS- *Gender (Language)
Four papers address trends and issues in Hispanic linguistics. "Recent Trends in Hispanic Linguistics" (Frank Nuessel) gives an overview of benchmarks in research on diachronic, sociolinguistic, and applied aspects of Spanish phonology, morphology, syntax, and semantics. "African Influence on Hispanic Dialects" (John Lipski) explores the African languages' contributions to Spanish American morphology, syntax, and phonetics. "The Spanish Teacher as Dialectologist" (Mark G. Goldin) examines a variety of approaches to dialect and the insights they can provide for Spanish second language instruction. "Noun Gender Categories in Spanish and French: Form-Based Analyses and Comparisons" (Richard V. Teschner) summarizes a study of the rules governing noun gender in those two languages, concluding that while Spanish gender can be reduced to a few brief but powerful and economical rule statements, French noun gender is less amenable to simple analysis, but learning the noun genders of each can help in the learning of the other. (MSE)

ED 297 611 HE 020 875

Grellner, Alice, Ed.
Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Five, Number Two.
Rhode Island Coll., Providence. School of Education and Human Development.
PUB DATE- 87
NOTE- 67p.
AVAILABLE FROM- Editor, "Currents," Mann 043, Rhode Island College, Providence, RI 02908 (subscription, $10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Curriculum; *College Instruction; *Curriculum Development; *Feminism; Higher Education; Literature; Models; Oral History; United States Government (Course); *Womens Studies; Writing (Composition); Writing Instruction

Ten papers on women's studies are provided, based on three workshops at Rhode Island College on May 20, 1986, September 27, 1986, and May 19, 1987. They include: "Reconceiving the Curriculum To Integrate Women" (Joan Rollins); "Models for Institutional Change" (Marilyn R. Schuster and Susan R. Van Dyne); "Western Women's Studies: Feminist but Ethnocentric?" (Carolyn Fluehr-Lobban); "Teaching Western Literature from a Feminist Perspective" (Carolyn R. Swift); "Oral Histories of Italian Immigrant Women" (Carmela Santoro); "Journey for Our Times: Their Eyes Were Watching God" (Suzanne Carroll); "English Composition: A Thematic Approach to Writing" (Pauline Woodward); "Syllabus Revision: American Government" (Maureen Romans); "Women in Literature" (Christopher De Sessa); and "Feminist Transformations of the Psychology Curriculum" (Kathryn Quina). References are provided for each paper. (KM)

ED 297 641 HE 021 608

South Carolina Higher Education Statistical Abstract. Tenth Edition.
South Carolina Commission on Higher Education, Columbia.
PUB DATE- May 88
NOTE- 103p.
AVAILABLE FROM- South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, South Carolina 29201.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Degrees (Academic); Enrollment Trends; Equal Education; Equal Facilities; Expenditures; Foreign Students; Full Time Equivalency; Full Time Students; *Higher Education; Income; Private Colleges; Racial Composition; State Aid; State Colleges; *State Surveys; State Universities; Teacher Salaries; Vocational Schools
IDENTIFIERS- *South Carolina

Information on higher education in South Carolina is presented in statistical form. The focus is on 10-year analysis of full-time equivalent (FTE) enrollments by level; 10-year analysis of headcount enrollments by level; 10-year analysis of headcount enrollments, technical colleges; 1987 opening fall enrollments; 1987 opening fall enrollments, percentage changes; first time entering freshmen, percentage changes; 1987 opening fall enrollments by race and level; non-resident aliens compared to total enrollments; 1987 enrollments, headcount in-state versus out-of-state; student/faculty data comparisons, fall 1986 with fall 1987; degrees awarded by race, sex, and academic discipline; total degrees awarded; analysis of required tuition and fees, 1987-88; full-time equivalent employees, fall 1987; average salaries of full-time equivalent teaching faculty, fall 1987; 10-year comparison of state educational appropriations; and analysis of educational and general revenues and expenditures, 1986-87. (SM)

ED 297 654 HE 021 622

Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 88-16.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Mar 88
NOTE- 36p.
AVAILABLE FROM- California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Community Colleges; *Educational Finance; Faculty Development; *Higher Education; Private Colleges; Public Policy; Public Schools; *State Aid; State Government; *State Legislation; State Universities; *Student Financial Aid; Teacher Certification; Teacher Education
IDENTIFIERS- *California

An update of California legislation affecting higher education (introduced in 1987 and still under consideration or introduced in 1988) is provided. The 107 bills affecting higher education that are before the legislature in 1988 are grouped into five major categories: student fees and financial assistance (student fee policy, modifications in existing financial assistance programs, proposed new financial assistance programs); public school issues (college preparation programs; school retention; teacher training, certification, and employment; adult education; faculty and staff development; educational technology; general); segmental issues (community colleges, California State University, University of California, and multi-segment issues); private postsecondary institutions; and legislation affecting the commission. Within each category, bills are listed in numerical order, beginning with Assembly and ending with Senate legislation. An appendix lists membership of the Legislative Policy and Fiscal Committees for Higher Education. A legislative index is provided. (SM)

ED 297 668 HE 021 644

Sergent, Marie T.; And Others
A National Survey of Services Provided for Disabled Students in Higher Education. Research Report #19-87.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 87
NOTE- 20p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); College Students; *Disabilities; Handicap Discrimination; Higher Education; National Surveys; Nondiscriminatory Education; Peer Institutions; *Social Support Groups; Student Attitudes; Student Needs; *Student Personnel Services; Teacher Attitudes

A nationwide sample of disabled college student service providers was surveyed concerning the services they offer, and the results are represented for large and small institutions in the sample. The needs of disabled students on college campuses have become a national concern over the past 10 years as more disabled persons are exercising their rights to a higher education. As they enter colleges and universities, campus service providers must deal with the question of how best to deliver the services that are most needed. There is a great diversity in the disabilities, so there is a need for specialized services. Studies show that able-bodied students tend to have negative attitudes toward these students on campus, and faculty members with previous experience with disabled students were most receptive to them. It is suggested that one form of support service would be training and educating faculty and staff. In order to collect data on programs and services available, one university disabled student services office established a national data bank for disabled student service providers. The methodology of this survey, which was sponsored by the Association on Handicapped Student Service Programs in Postsecondary Education, the results noted. Institutional characteristics and disabled student services unit characteristics are discussed. Data on the disabled student population and services available are included. Findings show that despite funding dilemmas, a wide variety of services were offered to disabled students in large and small institutions nationwide. This gathering of data may help disabled students in providing an impetus for the development of programs to address yet unmet needs. Contains 8 references. Tables are included. (SM)

ED 297 682 HE 021 695

Policy Statement on Rights and Responsibilities of Accrediting Bodies and Institutions in the Accrediting Process.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- Apr 85
NOTE- 5p.; Adopted by the COPA board April 19, 1985.
AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Confidentiality; Higher Education; *Institutional Evaluation; *Institutional Role; Integrity; Position Papers; Public Policy; School Responsibility; Self Evaluation (Groups)
IDENTIFIERS- *Council on Postsecondary Accreditation

A national, nongovernmental accreditation system is the key to ensuring that education remains fundamentally sound, responsible, responsive, and effective, thereby providing public confidence in the integrity and quality of educational institutions and programs. The Council on Postsecondary Accreditation (COPA) policy on the rights and responsibilities of accrediting bodies and institutions in this process is explained. Preconditions are that the institutions/programs and accrediting bodies are partners in the voluntary evaluation, and there is a mutual commitment among institutions/programs and accrediting bodies to candor, cooperation, integrity, trust, confidence, voluntary self-regulation, and assessment of educational quality. The policy statement looks at: development and promulgation of standards (with institutions/programs and accrediting bodies having the responsibility to involve broad participation of affected constituencies in developing standards and policies, develop consistent and flexible policies and standards, and conduct periodic review); and five stages of accreditation actions or process and concomitant statements of rights and responsibilities (basic procedures, information requested and supplied, site visit and review, decision, and follow-up). (SM)

ED 297 738 IR 052 410

Presberry, Rose L., Comp.; And Others
Facts about Maryland's School Library Media Programs, 1986-87.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE- 87
NOTE- 543p.; For the 1985-86 edition, see ED 279 331.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *County School Districts; Elementary Schools; Elementary Secondary Education; *Learning Resources Centers; *Library Collections; Library Expenditures; Library Personnel; Library Standards; *Library Statistics; Private Schools; Public Schools; *School Libraries; Secondary Schools; State Departments of Education; *State Standards; Tables (Data)
IDENTIFIERS- *Maryland
This compilation of statistical data on Maryland's school library media programs is designed to assist local educational agencies in examining their library media collections and staff according to the recommendations in the Criteria for Modern School Library Media Programs. Arranged alphabetically by local education agencies (LEAs), the data for the state are presented in four tables: (1) school library media collections; (2) school library equipment collections; (3) number and percentage of items by school for meeting state criteria for collections; and (4) number of schools meeting state criteria for staffing school library media centers. Data in the same four categories are then presented for each LEA. In addition, total state tabulations are presented on system level professional library media centers for the grand total collections; the print collections; the nonprint collections; the equipment collections; library media center professional and support personnel; and expenditures for textbooks and library resources. Also tabulated are the costs of local agencies' instructional materials and equipment, the media budget, and statistics on state media services provided. The last group of tables supply data on the media and equipment collections of nonpublic schools and federal and non-federal institutions together with state summaries similar to those done for public schools. (CGD)

ED 297 753 IR 052 469

Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.
California State Library, Sacramento.
PUB DATE- Oct 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; Federal Aid; *Library Facilities; *Library Networks; *Library Services; *Long Range Planning; Needs Assessment; *Public Libraries; State Aid; State Legislation; State Libraries; State Programs
IDENTIFIERS- *California State Library; *Library Services and Construction Act

This paper describes the programs to be undertaken in the State of California for fiscal years 1988-1992, pursuant to the Library Services and Construction Act (LSCA). Introductory materials review the LSCA, the State Advisory Council on Libraries, the state's growth and development, a Legislative Statement of Intent, and the State Library's mission statement. A needs assessment prepared from several recent studies and reports is then presented. The emphasis of both the legislation and the plan is on public libraries, although the resources of other types of libraries are considered as well, and are discussed in the next section. Plans for the use of federal funds are detailed, and implementation of the LSCA priorities in each of five titles are described: (1) library services; (2) library construction; (3) library networks; (4) library services to native Americans and Hawaiians; and (5) library literacy programs. Evaluation and coordination of the programs are also detailed, and criteria for allocating funds for Titles I-III are described; Titles IV and V are not administered by the State Library. A statement of policies for the award of LSCA Title I and III grants is appended. (24 references) (EW)

ED 297 768 IR 052 489

Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.
Massachusetts Board of Library Commissioners, Boston.
PUB DATE- 4 Dec 87
NOTE- 221p.; For the 1983 plan, see ED 243 479.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Databases; Interlibrary Loans; Library Automation; *Library Cooperation; *Library Networks; *Long Range Planning; Online Catalogs; *Online Systems; *Shared Resources and Services; State Federal Aid; *State Programs
IDENTIFIERS- *Document Delivery; Library Services and Construction Act

A revised and updated version of a 1983 automation plan, this report describes the long range program for resource sharing activities by the library network in Massachusetts, a program which is funded in part by the Library Services and Construction Act. The basis of the network--the development, continuation, and linking of machine-readable databases and physical access points into the information resources of the state's libraries--is detailed and the shared resources provided in cataloging/interlibrary loan services, reference/database services, and circulation/interlibrary loan services are considered. Major aspects of the program are described, including funding, governance, needs, goals, and evaluation. Three major recommendations are discussed in detail: (1) the development of access points into informational resources, and development and linking of databases to provide greater access opportunities to resources; (2) the facilitation of document request and document delivery procedures; and (3) the development of an ongoing education program on resource sharing. An appendix lists points to consider when developing cooperative arrangements among libraries, and details the operational guidelines of the Network Advisory Committee of the Massachusetts Board of Library Commissioners. Each of the 21 chapters contains bibliographic notes/references, and a 174-item bibliography is provided. (EW)

ED 297 854 PS 017 479

Sevigny, Karen
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.
Detroit Public Schools, MI. Dept. of Evaluation and Testing.
PUB DATE- 87
NOTE- 29p.; For the second study in this series, see PS 017 478.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; Cooperative Analysis; *Elementary School Students; *Extended School Day; Grade Repetition; Kindergarten; *Kindergarten Children; Longitudinal Studies; *Outcomes of Education; Primary Education; Program Effectiveness
IDENTIFIERS- *Michigan (Detroit)
Third in a series investigating the effects of the Detroit Public Schools' Extended Day Kindergarten (EDK) Program on students as they progress through elementary school, this report presents longitudinal data on randomly selected experimental (EDK) and control (traditional kindergarten) groups who were in kindergarten during 1983-84, 1984-85, and 1985-86. These phase A, B, and C students were in grades 3, 2, and 1, respectively, during the 1986-87 school year. Achievement data were gathered from reading and mathematics test results and from final report cards. Also investigated were: days absent, compensatory education service received, and retention in grade. Results of grade 1 report cards and achievement tests administered to phase A, B, and C students indicated no differences between EDK and traditional groups. Phase A EDK students scored significantly higher on grade 2 reading and mathematics tests and had significantly higher report card marks in language arts and mathematics than did the non-EDK group. Third grade data available for the phase A group in 1986-87 revealed that the EDK group continued to significantly outperform the control group on achievement tests. No difference in language arts report card marks were found in grade 3, but the EDK group had significantly higher third grade marks in mathematics. Compared to controls, EDK students had significantly better attendance in third grade. (RH)

ED 297 869 PS 017 505

Lockledge, Ann
Social Groups in the Middle School.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Cognitive Ability; *Definitions; *Elementary School Students; Intermediate Grades; Middle Schools; *Peer Groups; *Popularity; Social Desirability

In a study investigating whether middle school students can identify their own social groups, over 200 sixth- and seventh-graders were asked to name the kinds of groups to which they thought students in their school belonged, and to explain or define the groups. Data indicated that the students seemed to have no trouble in agreeing on certain labels, although labels and descriptors were often interchangeable. Phrases used to define groups provided insight into the thought processes of the participants. Many descriptors used for classification fell into two concrete categories concerning appearance and actions. Abstractions used in student responses were typical of early teen vocabulary and reflected experimentation with a developing values structure. Some descriptors seemed to result from biases that depended on perceptions of belonging or not belonging to a particular group. The most frequently named groups were the Populars and Nerds. Other identified groups included Smarts, Rowdies, Jocks, Unpopulars, Hicks and Cowboys, Weird-Funny, Heavy Metallers, and Preppies. One-third of students said they were Mediums, one-third selected positive-sounding terms, and one-third selected negative-sounding terms. Students' comments revealed that few had attained the stage of formal operations. (RH)

ED 297 497 EC 210 348

Quick Information Sheets. 1988.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 94p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Blindness; Communication (Thought Transfer); *Communication Aids (for Disabled); *Communication Disorders; Computer Networks; *Computer Peripherals; *Computers; Computer Software; Deafness; Hearing Impairments; Microcomputers; *Organizations (Groups); *Resource Materials; Speech Synthesizers; Technology; Toys; Training; Visual Impairments
IDENTIFIERS- Augmentative Communication Systems

The Trace Center gathers and organizes information on communication, control, and computer access for handicapped individuals. The information is disseminated in the form of brief sheets describing print, nonprint, and organizational resources and listing addresses and telephone numbers for ordering or for additional information. This compilation of information sheets produced in 1988 covers the following topics: adaptive toys and toy modifications; books, pamphlets, and organizations; information resources for blind and visually impaired individuals; computer assessment and training programs for disabled individuals; information resources for deaf and hearing-impaired individuals; head pointers, light pointers, and mouthsticks; keyguards; keyboard modification programs; manufacturers of electronic communication aids; networks, bulletin boards, and databases; portable battery-operated printers; pointing, typing, and communication accessories; optical character recognition scanners; training programs in technology for special education; portable typewriters; newsletters and journals; associations, advocacy groups, and self-help groups; service centers for augmentative communication and computer access; software resources; speech input systems; speech output computer programs for communication; speech synthesizers; manufacturers of switches and controls; and videotapes on augmentative communication and computer access. (JDD)

ED 297 564 FL 016 117

Tikunoff, William J., Ed.
Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SBIF-83-R.9/10
PUB DATE- Sep 83
NOTE- 145p.; For related documents, see FL 016 113-120.
CONTRACT- 400-80-0026
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Bilingual Education; Classroom Communication; *Classroom Environment; *Classroom Techniques; Cultural Awareness; English (Second Language); *Language of Instruction; Language Proficiency; Limited English Speaking; Program Evaluation; Scheduling; Second Language Learning; Student Participation; Teacher Characteristics; Teacher Education; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Styles
The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables through a variety of quantitative and qualitative procedures. This report consists of papers written by education researchers concerning the findings' compatibility with other research. They include: "Five Significant Bilingual Instructional Features: A Summary of Findings from Part I of the SBIF Descriptive Study" (William J. Tikunoff); "Active Teaching, Teacher Expectations, and Student Perceptions in Regular and Bilingual Settings" (Thomas L. Good); "Effective Language Use in Bilingual Classes" (Lily Wong Fillmore); "Second Language Acquisition in School Settings" (Christina Bratt Paulston); "Implications of the SBIF Descriptive Study for Teacher Education" (George M. Blanco); and "Functional Language Proficiency in Context: Classroom Participation as an Interactive Process" (James Cummins). (MSE)

ED 297 626 HE 021 542

Financial Aid for Minorities in Education.
Garrett Park Press, Md.
REPORT NO.- ISBN-0-912048-57-3
PUB DATE- 87
NOTE- 49p.; For related documents, see HE 021 541-546.
AVAILABLE FROM- Garrett Park Press, P. O. Box 1908, Garrett Park, MD 20896 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Education Majors; Eligibility; Enrollment; Ethnic Groups; Fellowships; Grants; Higher Education; Hispanic Americans; Internship Programs; *Minority Groups; Scholarships; *Student Financial Aid; Student Loan Programs; Teacher Supply and Demand
This directory of financial aid sources for minority students majoring in education includes the following types of information: (1) summary and description of the field, including college enrollment statistics, demand for graduates (by educational level an subject area); (2) directory of financial aid programs that assist minority group students with scholarships, fellowships, loans or other financial aid (each directory entry provides the name and address of the organization and a brief description of the type of aid provided and any special restrictions or requirements); (3) a list of associations and other organizations in these fields offering additional assistance to students; and (4) a list of books and other resources; and (5) a list of minority vita banks. A subject index is also provided. (KM)

ED 297 798 JC 880 337

Collected Fall Enrollment Reports: University of Hawaii Community Colleges, 1983-1986.
Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
PUB DATE- 87
NOTE- 110p.; Several tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Community Colleges; Credit Courses; *Enrollment Trends; Females; Full Time Students; Majors (Students); Males; Part Time Students; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Hawaii

The four reports contained in this document summarize enrollment trends and the academic and personal characteristics of students enrolled in credit programs at six University of Hawaii community colleges for the years 1983 through 1986. The reports focus on headcount by college, changes in headcount and full-time equivalent (FTE) enrollments, selected characteristics (i.e., sex, educational objective, major program area, attendance status, course load, educational level, residence, tuition status, age, registration status, and ethnicity) of regular credit students, and distribution of majors by program and campus. Highlighted findings include the following: (1) fall 1983's enrollment of 21,237 regular students represented a decline of 4% from fall 1982, the first decline in 4 years; (2) in fall 1984, there was a 16% decline in the number of incoming students, with the sharpest decline (-20%) among first-time students; (3) between fall 1984 and fall 1985, the proportion of women and part-time students increased, while the average number of semester hours carried decreased; and (4) in 1986, a 1% decrease in the number of classified students was offset by a 5% increase in the number of unclassified students. (EJV)

ED 297 812 JC 880 357

Employment Agreement between the County of Ulster and the Ulster County Community College Faculty Association, September 1, 1987 to August 31, 1990.
Ulster County Community Coll., Stone Ridge, N.Y.
PUB DATE- 87
NOTE- 19p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; *Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Personnel Policy; Teacher Dismissal; Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts

The employment agreement between the County of Ulster and the Ulster County Community College Faculty Association is presented, covering the period between September 1, 1987 and August 31, 1990. The six articles in the agreement set forth provisions related to: (1) recognition of the bargaining unit; (2) salaries and work load, including overload rates, teaching load and instruction, and minimum salaries; (3) professional development leave, including funding of professional travel; (4) other benefits, including life insurance, liability protection, retirement programs, health insurance, sick leave and sick leave bank, personal leave, maternity leave, jury duty and court appearances, promotion, reduced-time appointments, sabbatical leave, long-term disability, termination due to budget or program curtailment, academic freedom, academic calendar, class size, course preperations, service on college committees, summer session contract protections, access to personnel files, selection of division and department chairpersons, office space and equipment, meeting times and use of facilities, access to information, evaluation procedures, and tuition waivers; (5) grievance procedures; and (6) miscellaneous items. (EJV)

ED 297 840 JC 880 406

Steinberg, Marian N.
Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.
Connecticut State Board of Trustees for State Technical Colleges, Hartford.
PUB DATE- 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; *Employment Projections; School Personnel; State Surveys; *Teacher Characteristics; *Teacher Retirement; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Connecticut
This four-part report on the characteristics of faculty, administrators, and other professional staff employed in the Connecticut State Technical College (CSTC) system analyzes age distributions, years of service, salary, sick and vacation day accrual, retirement status, and staffing changes anticipated over the next five years. Part I provides an analysis of current age patterns among faculty and professional staff, including a systemwide overview of age distributions; a comparison of age distributions among administrators, faculty/librarians, and counselors/professional non-faculty members; and distributions by college. Part II examines five additional variables which, along with age, affect retirement: (1) years of service with the CSTC system; (2) total years of state service, including years with the CSTC system; (3) salary; (4) sick day accruals; and (5) vacation accruals. Part III focuses on the potential for retirements among the non-classified staff who are currently satisfying the criteria for "normal" retirement and those who qualify for early retirement. This section calculates the cost for accrued sick and vacation time, and examines the impact on the system, its component campuses, and individual academic departments. The final section examines the pattern of individuals becoming eligible for retirement in the 5-year period from 1988-89 through 1992-93. Recommendations are included. (EJV)

ED 297 884 PS 017 525

Billman, Jean
Two Years of Kindergarten: Ethical and Curricular Considerations.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Practices; *Elementary School Curriculum; *Grade Repetition; *Kindergarten; Predictive Validity; Primary Education; *School Entrance Age; *Screening Tests; Test Reliability; *Transitional Progress

Using tests that are neither reliable nor valid, school districts are currently categorizing large numbers of children as unready for entrance into kindergarten and first grade. Parents are being asked to wait a year before sending their children to public school classes or to place them in a pre-kindergarten class. Other children complete kindergarten but are retained or placed in a transition class before they can proceed to first grade. Affecting one-fourth to one-third of all children, these procedures are disturbing and unjustified, as discussions of birthdate effects on early school success, screening tests, exclusionary practices, retention and transition classes, and changes in the kindergarten curriculum over the last 20 years show. Data indicate that setting up barriers to access to educational settings does not benefit the children excluded or retained. Curriculum and entrance policies must be changed so that kindergarten can become an environment that accepts all 5-year-olds and helps them to pass on to first grade. Schools must accept diversity in all spheres of development and employ well-trained teachers who use appropriate strategies to help all children succeed in the early years of schooling. (RH)

ED 297 538 EC 210 389

Kelly, Bette

The Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).

Canadian Council of Ministers of Education, Toronto (Ontario).
PUB DATE- Jan 85
NOTE- 93p.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Deinstitutionalization (of Disabled); *Disabilities; *Educational Finance; *Educational Trends; Elementary Secondary Education; *Expenditures; Financial Support; Foreign Countries; Mainstreaming; *Program Costs; Resource Allocation; *Special Education
IDENTIFIERS- *Canada

A questionnaire was designed to solicit Canadian provincial/territorial information on the costs of special education and the funding mechanisms used. Provincial and territorial representatives were also asked their opinions concerning recent and future trends in special education and the resulting impact on costs. In this resulting report, each province presents information about its financing methods, which are generally based on per pupil budget formulas, grants, and supplementary allocations. A chart compares 1983 provincial funding methods for special education in seven areas: basic funding, special funding, provincial schools, care/treatment facilities, transportation, capital costs, and other. Based on this information, the total costs of special education in Canada are derived. An analysis of the factors impacting on special education costs over the past 5 years shows increased costs due to mainstreaming, deinstitutionalization, and improved accessibility of educational opportunities for all children. Most representatives feel that costs will continue to increase as school boards respond to the growing demands of parental and advocacy groups for educational services for all children. The text is presented in both English and French. (JDD)

ED 297 612 HE 021 017

Davis, Barbara G., Ed.
Training Graduate Student Instructors .
California Univ., Berkeley. Office of Educational Development.
PUB DATE- 85
NOTE- 11p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; Departments; English (Second Language); Foreign Students; Grading; *Graduate Students; Grants; Higher Education; Instructional Improvement; School Orientation; *Staff Development; Teacher Evaluation; Teacher Selection; Teacher Supervision; *Teaching Assistants; Teaching Guides; Videotape Recordings
IDENTIFIERS- *Teaching Assistant Training Project; *University of California Berkeley

Efforts to train graduate student instructors (GSIs) at the University of California, Berkeley, are considered in this newsletter issue. Administrative changes and ways to improve GSI selection, training, and evaluation are considered, along with: proposed changes in graduate student teaching titles, grants to help faculty and departments undertake a variety of training activities; services of the newly-created Office of Educational Development; a campus-wide orientation conference; specialized departmental orientations; GSI handbooks; departmental and campus workshops to provide GSIs support and information; advice offered by faculty members on working with GSIs; methods for providing comprehensive training; special problems faced by GSIs who learned English as a second language; assuring consistency in grading; tips for faculty, departments, and GSIs; resources for foreign TAs to improve spoken English and assist in teaching American students; the goals, formats, and instructional methods of courses required for TAs; videotaping; faculty members who have received grants to improve teaching and learning; and a program to recognize outstanding contributions by GSIs. (SW)

ED 297 655 HE 021 623

State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Mar 88
NOTE- 36p.
AVAILABLE FROM- California Postsecondary Education Commission, Third Floor, 1020 Twelfth St., Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *College Faculty; *Faculty Development; Grants; Higher Education; Position Papers; Program Costs; *Public Policy; Research Projects; Sabbatical Leaves; *State Aid; State Legislation; *State Standards
IDENTIFIERS- *California

The conclusions and recommendations resulting from studies of faculty development in California's public colleges and universities, which were conducted in response to a directive from the state legislature, are presented. The report is divided into the following sections: (1) background (origins and conduct of the study); (2) the scope of faculty development (purposes; extent, scheduling and examples of activities; and standards); (3) state policies and support for faculty (current sources of support, institutional decisions about the use of state funds, and alternatives); and (4) summary, conclusions and recommendations. Among the recommendations are: that an increased proportion of any additional funds should be directed toward the improvement of undergraduate instruction; and that better planning, coordination and evaluation of faculty development should be established. Eleven tables provide data on faculty participation and funding. Contains 7 references. (KM)

ED 297 697 IR 012 337

Senese, Donald J.
Educating for Excellence: The Role of Instructional Technology.
PUB DATE- 29 Aug 83
NOTE- 17p.; Paper presented before the Education Faculty and Students of the University of North Carolina at Wilmington (Wilmington, NC, August 29, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Computer Uses in Education; Course Selection (Students); *Educational Research; *Educational Technology; *Education Courses; *Federal Programs; Instructional Systems; Scores; Special Education
IDENTIFIERS- National Commission on Excellence in Education
Several factors have been involved in elevating education as a prime issue of national concern. One such factor has been the advent of new technologies; another has been the report by the National Commission on Excellence which found a steady decline in Scholastic Aptitude Test Scores, an increase in adult illiteracy, selection of nonrigorous academic studies by students, grade inflation with course content deflation, and people leaving the profession. As a result of these findings, the Commission has called for the strengthening of state and local high school graduation requirements for English, mathematics, science, social studies and computer science. The Office of Educational Research and Improvement (OERI) of the U.S. Department of Education is implementing programs using technology to improve the teaching of basic skills and using educational television to teach science. Federal grants have been awarded to various projects exploring the use of technology to offer training for alternative occupation in high technology for secondary schools, to improve mathematics and reading skills, to develop computer managed instruction, to offer computer science courses for learning disabled and handicapped students, and the award of a grant to Harvard University for the establishment of a Center for Technology to conduct research. The last project has been the Reagan Administration's encouragement to schools to become involved in and share information on instructional technology, and to get the private sector more involved instructional technology. (DJR)

ED 297 710 IR 013 414

Boehme-Duerr, Karin
Books Are 'Littler' than TV.
PUB DATE- May 88
NOTE- 34p.; Paper presented at the Annual Conference of the International Communication Association (New Orleans, LA, May 29-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Childhood Attitudes; Correlation; *Cross Cultural Studies; Developed Nations; Foreign Countries; Mass Media Effects; *Picture Books; Programing (Broadcast); Radio; *Television Viewing; *Young Children
IDENTIFIERS- *United States; *West Germany
American and German children were asked to judge and talk about different mass media--television, radio, and picture books--and their use of each media. Analyses of the data indicated that five- and six-year-olds have qualitatively different concepts of media characteristics and functions than three- and four-year-olds, i.e., the younger children prefer picture books while the older ones also appreciate television, and younger children pay more attention to content. A slightly negative correlation was found between television use and knowledge, but this finding should be interpreted cautiously because other factors that could be influential were not controlled in this research. Finally, significant differences were found between American and German children's conceptions of television, but these differences may be due to the different media presentations in the two countries. (48 references, 32 in English, 14 in German, 1 in French, and 1 in Dutch) (Author/EW)

ED 297 725 IR 013 431

Collis, Betty; And Others
A Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see IR 013 430.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Developed Nations; Equal Education; Foreign Countries; Grade 11; *High School Students; *Microcomputers; Models; *Predictor Variables; Secondary Education; *Sex Differences; *Student Attitudes; Urban Environment; *Use Studies
IDENTIFIERS- *Access to Computers; Canada

The interactions between computer use and access by adolescents and their computer-related opinions and values are presented in the framework of a "manifold model" of computer interactions. This model emphasizes the complexity and multidimensional nature of the system of variables in which such interaction is embedded. For this study, the association between gender and various usage and attitude variables was predicted by the model and tested with data from a representative survey of urban grade 11 students involving over 3,000 students from major urban areas in all 10 Canadian provinces. Analyses of the data reveal consistent gender differences in access to and usage of computers in each of three usage categories--recreational, home non-recreational, and school--as well as in attitudinal variables associated with computer use in each of the usage categories. The theoretical importance of the study is found in the support the study gives to the multidimensional manifold model as a descriptor of the complex system surrounding adolescents' computer-related activities and opinions. The results indicate that it is inappropriate to make statements about what influences male and female adolescents to use or reject computers without considering the context of the usage. The text is supplemented by five tables and eight figures. (7 references) (Author/EW)

ED 297 784 JC 870 549

Groff, Warren H.; Cope, Robert G.
Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).
Snowmass Inst. for Advanced Management Studies, CO.
PUB DATE- Jul 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; *College Administration; *College Planning; Higher Education; *Management Development; *Management Systems; Program Descriptions; Workshops
IDENTIFIERS- *Strategic Planning
A description is provided of the Snowmass Institutes on "Strategic Planning and Management," a series of week-long workshops designed for college personnel who want to develop a strategic approach to planning and managing their department, division, college/school, institution or system. The basic institute is designed for persons at beginning stages of awareness, familiarity, or implementation, while the advanced institute is for persons who have experience with this management approach and seek to enrich that understanding through discussions about advanced concepts. After presenting background information on the Snowmass Institute, this descriptive report provides: (1) an overview of the content of the basic and advanced workshops; (2) information on the characteristics, learning styles, and personality types of the workshop participants; (3) a list of the models of strategic planning examined; (4) a review of information covered with respect to the external and internal environments of the college; (5) a discussion of methods for determining strategic options and tactical alternatives; and (6) brief descriptions of workshop segments on organizational integration, visions of the future, and special topics. Appendixes provide agendas for the workshops, data on participants, and relevant forms. (UCM)

ED 297 826 JC 880 376

Ryan, G. Jeremiah
Excellence in Educational Fund Raising at America's Community Colleges and a Key Resources Guide for Educational Fund Raising.
Monroe Community Coll., Rochester, NY. Office of Institutional Advancement.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Council for the Advancement and Support of Education, Washington, D.C.
PUB DATE- May 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Colleges; Corporate Support; Educational Finance; *Financial Support; *Fund Raising; Philanthropic Foundations; *Private Financial Support; Two Year Colleges
Designed to encourage and inform community college efforts to secure private financial support, this literature review and resource guide examine the current status of fund raising at community colleges and list pertinent information sources. After introductory comments advocate increased community college involvement in fund raising, the paper cites statistics showing the trends in and payoffs of such involvement. This section reveals increases in total amounts raised and in corporate and foundation giving. The next section examines barriers to community college fund-raising activities, and looks at ways that some colleges have overcome them. Next, the characteristics of successful fund-raising programs are reviewed; e.g., a defined plan of activity that relates specific programs to development prospects; a well-organized, active, and community-based board of directors; a committed and active president; and dedication of college resources to the effort. Information is then provided on the community colleges that have had the most success in fund raising over the past 5 years. Next, research and efforts to encourage fund raising are cited. The attached resource guide lists associations that can provide support and information, defines terms, and lists books and articles on alumni giving, case studies of successful programs, corporate giving, the establishment of community college foundations, the role of the foundation's executive director, the non-financial functions of the foundation, the college president's role, public colleges and private giving, revenue enhancement, specially funded programs, success criteria, strategies for fundraising, and trustees and foundation boards. (AYC)

ED 297 870 PS 017 506

Oggenfuss, August
Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS-EGT-84-21-rev
PUB DATE- 22 Jun 88
NOTE- 15p.; For related documents on Project No. 8, see ED 295 744-751 and PS 017 472-474.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Objectives; Educational Research; *Educational Responsibility; *Educational Trends; *Elementary Education; Elementary School Curriculum; Foreign Countries; Junior High Schools; *Public Schools; School Schedules; Teacher Education
IDENTIFIERS- *Switzerland
The two parts of this report on primary education in Switzerland (comprising the first through 9th school years) provide an overview of the organization of schooling and a description of educational trends and reforms. Part I describes official objectives of primary education; units responsible at national, regional, local, and school levels; transition from preschool to elementary and elementary to lower-secondary education; statistics on pupils and teachers; divisions and composition of classes; length of the school day, week, and year; main branches in the curriculum; pupil assessment; training of teachers; para-educational services; and institutionalized contacts between schools, families, and municipalities. Part II describes reforms in specific subjects, assessment, transition, and curriculum; and the Situation in Primary Schools (SIPRI) review. Concluding material recapitulates the 22 theses developed in the final report of the SIPRI project. Brief profiles of two other Swiss educational projects are included. (RH)

ED 297 596 FL 017 524

Russian Literature: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Bibliographies; Dictionaries; Encyclopedias; Literature Reviews; *Reference Materials; *Russian; *Russian Literature
IDENTIFIERS- McGill University (Canada)

An annotated bibliography of general and specialized reference works for Russian and Soviet literature is intended for both students and researchers. English language and Russian language sources in the McGill University (Canada) libraries are included. Subject headings include guides (to the literature and to archival resources), encyclopedias, dictionaries (language, etymology and idioms, literature, and biographical), books reviewing sources, bibliographies (general and retrospective), and bibliographies of Russian literature (by period, periodicals, translations, dissertations, and Soviet lists). (MSE)

ED 297 580 FL 017 489

Malou, Job
Dinka Vowel System. Publications in Linguistics Number 82.
Summer Inst. of Linguistics, Dallas, Tex.; Texas Univ., Arlington.
REPORT NO.- ISBN-0-88312-008-9
PUB DATE- 88
NOTE- 102p.
AVAILABLE FROM- Academic Book Center, Summer Institute of Linguistics, 7500 W. Camp Wisdom Rd., Dallas, TX 75236 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- African Languages; Foreign Countries; *Intonation; *Language Patterns; Language Research; *Phonology; Tone Languages; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *Dinka; Sudan (South)
An analysis of the Dinka (Sudan) vowel system consists of: (1) an overview of Dinka phonological structure, including the phonological sentence, the phonological word, the syllable, and the consonantal and vocalic features of the sound system; (2) an examination of breathy versus nonbreathy vowels, including a review of previous research using a variety of approaches and a discussion of physical, lexical, and grammatical aspects of the two vowel types; (3) a discussion of the acoustic characteristics of breathy and nonbreathy vowels; (4) an analysis of tone; (5) a discussion of vowel length; and (6) an examination of the role of centralized vowels. (MSE)

ED 297 642 HE 021 609

Ihle, Elizabeth L.
Southern College Women and "The Feminine Mystique."
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aspiration; Career Choice; Equal Education; *Feminism; Higher Education; Homemakers; *Identification (Psychology); Marriage; Private Colleges; Psychological Characteristics; Public Colleges; Role Models; Self Concept; Sex Role; United States History; Womens Education
IDENTIFIERS- *Friedan (Betty); *United States (South)

A study on female graduates of Southern colleges and universities during the postwar period is presented. The focus is on how their experiences match the assertions of Betty Friedan in her book "The Feminine Mystique." Interviews were done with graduates of public and private, coeducational and women's, and black and white colleges. Factors examined to determine the variables explaining the degree to which the interviewees accepted the feminine mystique included the following: social class and race; parental education, employment, and expectations; choice of college and major; college experiences; role models; career expectations; and age of marriage. Role models and mentors played a major part in shaping many of the interviewees' lives. Some factors that caused college women during this time to ignore the calls of domesticity and pursue non-traditional graduate study are family support, socioeconomic background, desire to use education for social mobility, and sense of purpose instilled by the family. These interviews show several discrepancies with Friedan's study due to Friedan's perspective. For example, she tended to interview women from affluent and intellectual backgrounds who went to elite colleges. Though Friedan's book provides a rebuttal of the "sex is destiny" theme prevalent in the first two decades after World War II (thus reigniting the flames of feminism), many of its ideas that all women suffer from the feminine mystique (due to the bonds of domestic expectations) are grand generalizations according to this study. A copy of the interview questionnaire is provided along with statistical data. Contains 7 references. (SM)

ED 297 669 HE 021 645

Fobbs, Joan.
Barriers and Biases toward Women: Impediments to Administrative Progression.
PUB DATE- Mar 88
NOTE- 13p.; Paper presented at the annual Burlington International Women's Week (3rd, Burlington, VT, March 9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Deans; *Administrators; Career Ladders; Civil Rights; College Presidents; Employed Women; Employment Level; *Equal Opportunities (Jobs); *Females; Higher Education; Leadership; Occupational Aspiration; *Promotion (Occupational); Role Models; Role Perception; *Sex Bias; Stereotypes; Women Faculty
IDENTIFIERS- *Women Administrators
Barriers to administrative advancement for women in academe are discussed. A study of perceived managerial style and leadership skill of women two-year college presidents was designed to fill a gap in research during an era of significant advancement opportunities for women. Leadership in higher education in the United States is gradually changing; in the period from 1975-1984, there has been a 93% increase in the number of women chief executive officers. Still, in 1985, less than 10% of presidential appointments were women. Leadership image is one of the major problems facing women trying to rise to the top level of their professions, since role models are few. In college and university administration, women administrators do "women's work," and they rarely serve as deans of business, engineering, or technology. Problems include such specific on-the-job factors as differential reward systems, discrimination in pay or promotion, and lack of support for professional growth. Other findings include: the higher the rank, the fewer the women; the higher the prestige of administrative jobs, the fewer the women; and women are promoted more often in smaller steps, while men are promoted less often but make greater leaps. Contains 32 references. (SM)

ED 297 683 HE 021 696

COPA Self-Study Advisory Panel. Findings and Recommendations Submitted to the Board of Directors, The Council on Postsecondary Accreditation.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- 2 Oct 86
NOTE- 51p.
AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 (available for cost of duplicating).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Educational Assessment; *Educational Quality; Higher Education; Institutional Evaluation; Institutional Role; *Policy Formation; Position Papers; Public Policy; *Self Evaluation (Groups)
IDENTIFIERS- *Council on Postsecondary Accreditation; Self Regulation (Groups)

The final report from the Council on Postsecondary Accreditation's (COPA) Self-Study Advisory Panel on its review of COPA's objectives, priorities, governance, and financing is presented. Following a letter from the Chairman of the self-study advisory panel, a panel membership list, and a charge to the panel and overview of the study, six chapters look at the following: (1) the system of accreditation; (2) COPA objectives; (3) priority issues; (4) governance and structure (the board, board committees, and assemblies); (5) finance; and (6) a postscript for the future. Twenty-one recommendations are listed that suggest the role and mission of COPA must change to focus increasingly on stimulating dialogue and providing the kind of leadership that can make accreditation a positive instrument for assuring the quality education essential to the future of the United States. Seven appendices cover: persons submitting written testimony; summary of written testimony; speakers list: oral testimony; summary of oral testimony; research and development (R&D) in accreditation (background for Recommendation 8), which calls for enhanced R&D efforts related to national issues; suggested changes in Articles of Incorporation and Bylaws (general, executive committee, nominating committee, committee on professional development, and committee on state relations); and a glossary of acronyms. (SM)

ED 297 739 IR 052 411

Merrill, Paul F.
How To Use the SilverPlatter Software To Search the ERIC CD ROM.
Brigham Young Univ., Provo, Utah.
PUB DATE- Mar 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Computer Software; *Databases; Guidelines; *Information Sources; Microcomputers; Online Searching; *Optical Data Disks; Periodicals; Reference Services; *Search Strategies; *Subject Index Terms
IDENTIFIERS- Boolean Operators; *Command Language; *ERIC; SilverPlatter Information Inc
This manual provides detailed instructions for using SilverPlatter software to search the ERIC CD ROM (Compact Disk Read Only Memory), a large bibliographic database relating to education which contains reference information on numerous journal articles from over 750 journals cited in the "Current Index to Journals in Education" (CIJE), and other documents cited in the "Resources in Education" (RIE). First, sample records show the reference information provided by the system for a journal article and a document; a listing and brief description of all possible fields is then given. Other information presented includes: (1) an overview of major interactions with CD ROM; (2) selecting commands with function keys; (3) focusing search requests; (4) examples of search requests; and (5) modifying the kind of information requested about an article or document via the SHOW, PRINT, or TRANSFER commands. The final page outlines a sample session to guide the user through a simple retrieval session, from start to finish, using SilverPlatter and the ERIC CD ROM. (CGD)

ED 297 754 IR 052 470

Lynch, Mary Jo
A Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
American Library Association, Chicago, IL. Office of Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ALA-87-3123k
PUB DATE- 28 Aug 87
NOTE- 128p.
CONTRACT- 300-85-0191
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Library Research; *Library Statistics; Microcomputers; *National Programs; Pilot Projects; *Public Libraries; Research Design; State Libraries; *State Surveys; *Statistical Data
IDENTIFIERS- *Center for Education Statistics; Machine Readable Data Files

This report describes a pilot project to develop a Cooperative System for Public Library Data Collection, which would enable the Center for Education Statistics (CES) of the Office of Educational Research and Improvement to issue national statistical reports on public libraries by using data collected by state library agencies in their annual surveys. Begun in 1985, the pilot project was an attempt to start the cooperative system by working with a small number of states. Twenty states initially responded to a letter sent to the chief officer in each state library agency explaining the project and inviting participation. Of these, 17 worked actively with the project for many months, and 15 were committed to sending data in 1986; 13 other states have expressed an interest in joining the system in the future. All states are sending data in IBM compatible, machine-readable form, and a standard record layout has been prepared for use by all participants. At the time of this report, CES had successfully transferred data sent by four states to the mainframe and begun analysis. This report also summarizes previous efforts at coordinating state and federal data collection from public libraries, explains what was proposed and what was done in the pilot project, and makes suggestions for the future regarding the timing, management, and content issues that need to be settled before the cooperative system is fully operational. The text is supplemented by 27 attachments, consisting of documents and correspondence which illustrate the process used and the items discussed. (12 bibliographic references) (EW)

ED 297 769 IR 052 490

Buchanan, Sally A.; Murray, Toby
Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-88/WS/6
PUB DATE- Apr 88
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- Archives; *Emergency Programs; *Fire Protection; Guidelines; Library Administration; *Library Collections; *Library Facilities; *Library Planning
IDENTIFIERS- *Disaster Planning
This manual provides guidelines for those who are responsible for disaster planning for libraries and archives. Limited to fire-and-water-related disasters involving books, manuscripts, and photographs, the manual is primarily concerned with planning. Divided into two major areas, disaster preparedness and disaster recovery, the manual covers writing a disaster plan, the contents of a disaster plan, the prevention of disasters, the protection of collections against disaster, response to disaster, and recovery after disaster strikes. The guidelines take into consideration the needs of institutions and collections of different sizes and complexities. The text is supplemented by photographs and an index. Three appendixes provide sample forms and checklists, a list of experts and institutions that can be consulted, and a list of businesses that offer disaster preparedness and recovery services. Bibliographic notes/references are included, as well as a bibliography of over 500 items (primarily in English) on the literature of disasters, disaster preparedness, and disaster recovery. (EW)

ED 297 511 EC 210 362

Groshong, Claudia Clark
Teaching Group Participation Skills to the Learning Disabled: A Key to Effective Mainstreaming.
PUB DATE- 26 Feb 88
NOTE- 17p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (Las Vegas, NV, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; Critical Thinking; *Discussion (Teaching Technique); Grade 5; *Group Discussion; Independent Study; Interaction; Intermediate Grades; *Learning Disabilities; Listening Skills; Reading Materials; Skill Development; Student Behavior; Student Motivation; *Student Participation; Teaching Methods
IDENTIFIERS- *Behavior Management; *Great Books Curriculum
Junior Great Books discussions were used to teach critical thinking skills and independent learning behaviors to learning-disabled 5th-grade students. In baseline observations, the seven learning-disabled students exhibited active off-task behaviors and disruptive behavior causing dismissal from the group, while seven students in a "regular" group voluntarily followed teacher directions. Three skills were identified as important to sharing ideas effectively: listening, turn-taking, and expressing opinions supported by story facts. While the regular students quickly integrated these techniques into their discussions, special students needed to be motivated to control their behavior in order to begin using the listening and discussion skills. A behavior management program was instituted, which brought about decreases in off-task behaviors and interruptions. Analysis of program data showed a dramatic increase in average length of response for both groups over the course of the Great Book series. The special group acquired the group interaction, listening, and discussion skills necessary to have extended discussions. A series of skills hierarchies is presented, in the areas of group interaction, listening, discussion, and thinking. Establishing an effective group interaction structure seemed to be the key to achieving progress in all the skill areas essential to successful discussions. (JDD)

ED 297 524 EC 210 375

Rogers, Karen B.
A Content Analysis of the Research on Giftedness: How Well Are We Doing?
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citation Analysis; Comparative Analysis; *Content Analysis; Creativity Research; Elementary Secondary Education; *Exceptional Child Research; *Gifted; Program Content; *Publications; Research Design; *Trend Analysis
A preliminary analysis of literature published in the area of gifted education from January 1975 to December 1986 sought to analyze its content and to discern trends in the types of research-based topics addressed. Eliminating duplicate citations, the study analyzed 2,680 citations from three databases: the Educational Resources Information Center (ERIC), Exceptional Child Education Resources (ECER), and Psychological Information Abstracts (PSYC). All general descriptors for the terms "gifted" and "creative" listed for each database were used. Studies were categorized by year, database source, type of publication, subject, and research- or nonresearch-based. Further analysis of the 870 research-based articles classified them by topic, type of research design, sample size, sample age level, and number of variables studied. Results indicated that 20 percent of the gifted literature was research-based. Non-research literature was most concerned with curricular and programmatic issues, while the research literature focused more on student-centered issues. Journal articles comprised 91 percent of the non-research-based publications, but only 51 percent of the research reports. The most common research designs were causal-comparative and correlational. The most frequently researched age level was elementary, comprising 46 percent of the research studies conducted. (Author/JW)

ED 297 552 EC 210 604

Instructional Practices. Abstract IV: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Apr 86
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Disabilities; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; Measurement Techniques; *Metacognition; Outcomes of Education; Reading Achievement; Special Education Teachers; *Student Evaluation; Student Reaction
IDENTIFIERS- *Curriculum Based Assessment; *Data Based Program Modification

An extended abstract is provided for a major article titled "The Effects of Frequent Curriculum-Based Measurement and Evaluation on Pedagogy, Student Achievement, and Student Awareness of Learning" is described. The article summarizes research on the educational effects of data-based program modification (DBPM). Thirty-nine special education teachers volunteered to participate in an inservice training project, and were assigned to an experimental group which was taught DBPM procedures or a contrast group which was taught general strategies for diagnosing and treating learning/behavior problems. Each teacher wrote and monitored Individualized Education Program goals for three or four special education students. Analysis of results indicated that students whose teachers used the DBPM ongoing measurement and evaluation system had higher reading achievement than students in the contrast group and were more knowledgeable about their own learning than other pupils. In addition, the DBPM teachers appeared to be more realistic about and responsive to student progress. (JDD)

ED 297 565 FL 016 118

Fisher, Charles W.; And Others
Verification of Bilingual Instructional Features.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SBIF-83-R.12
PUB DATE- Sep 83
NOTE- 185p.; For related documents, see FL 016 113-120.
CONTRACT- 400-80-0026
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Bilingual Education; Classroom Communication; *Classroom Environment; *Classroom Techniques; Cultural Awareness; Educational Assessment; English (Second Language); *Language of Instruction; Limited English Speaking; Program Evaluation; Scheduling; Student Participation; Teacher Characteristics; *Teacher Effectiveness; *Teaching Styles

The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables (Part I) and verified their utility in other settings (Part II). This report describes two verification studies: (1) in two additional classrooms nominated as "successful" bilingual instructional settings but serving different ethnolinguistic groups, and (2) in other classrooms serving LEP students but not nominated as successful and not necessarily bilingual. The first study found the five instructional features identified as significant in Part I (congruence of instructional intent, use of active teaching behaviors, use of the students' native language and English for instruction, integration of English language development with basic skills development, and use of information from the students' home culture) to be significant also at the two new sites. Results for the second verification study were somewhat less conclusive. (MSE)

ED 297 597 FL 017 525

Thompson, Roger M.
Does the Public Use of Spanish Reverse Linguistic Assimilation? A Second Look at Austin, Texas.
PUB DATE- Feb 88
NOTE- 10p.; Paper presented at the Annual University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (8th, Tampa, FL, February 5-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Community Characteristics; Comparative Analysis; English (Second Language); *Language Maintenance; *Mexican Americans; Socioeconomic Influences; *Spanish
IDENTIFIERS- *Public Language; *Texas (Austin)
Spanish usage by a large segment of the United States' population has created concern that English language and middle class culture are being displaced. Research in the 1970s found, generally, that Spanish-speaking people were indeed undergoing linguistic and cultural assimilation. However, widespread use of Spanish by the government in education and social welfare programs is feared to have reversed earlier assimilation. Austin (Texas) neighborhoods visited in one 1971 study were revisited in 1982. Three factors with potential for affecting assimilation (mobility, family size, and income) were investigated. Comparison of the Mexican American community in Austin in 1971 and 1982, during which there was dramatic change in Spanish usage by government agencies, found little change in Spanish usage with coworkers, in commercial or professional activities, or with friends and neighbors. Increased public use of Spanish has created cultural and linguistic paradoxes and has resulted in a new interaction of the two languages for intimate and formal speech, but has not reversed earlier patterns of assimilation. (MSE)

ED 297 627 HE 021 543

Financial Aid for Minorities in Business and Law.
Garrett Park Press, Md.
REPORT NO.- ISBN-0-912048-55-7
PUB DATE- 87
NOTE- 60p.; For related documents, see HE 021 541-546.
AVAILABLE FROM- Garrett Park Press, P. O. Box 1908, Garrett Park, MD 20896 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accounting; American Indians; Asian Americans; Black Students; *Business Administration Education; Computer Science; Demand Occupations; Eligibility; Enrollment; Ethnic Groups; Fellowships; Finance Occupations; Grants; Higher Education; Hispanic Americans; Human Relations; Information Technology; *Legal Education (Professions); Majors (Students); *Minority Groups; Scholarships; Student Employment; *Student Financial Aid; Student Loan Programs

This directory of financial aid sources for minority students majoring in business (including accounting, finance, human relations, information services, marketing and production) or law includes the following types of information: (1) summary and description of the fields, including college enrollment statistics, demand for graduates, and definitions of the fields and specialty areas; (2) directories of financial aid programs that assist minority group students with scholarships, fellowships, loans or other financial aid (each directory entry provides the name and address of the organization and a brief description of the type of aid provided and any special restrictions or requirements); (3) lists of associations and other organizations in these fields offering additional assistance to students; and (4) lists of books and other resources. A subject index is also provided. (KM)

ED 297 799 JC 880 338

Computerized Adaptive Testing: The State of the Art in Assessment at Three Community Colleges.
League for Innovation in the Community Coll., Laguna Hills, CA.
SPONS. AGENCY- College Entrance Examination Board, New York, N.Y.; International Business Machines Corp., San Jose, Calif.
PUB DATE- Jul 88
NOTE- 46p.
AVAILABLE FROM- League Publications, 25431 Cabot Road, Suite 203, Laguna Hills, CA 92653 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Testing; Community Colleges; *Computer Assisted Testing; Diagnostic Tests; Individual Testing; Pilot Projects; Program Descriptions; Student Placement; Two Year Colleges
IDENTIFIERS- *Computerized Placement Tests

A description is provided of the experiences of three community colleges in implementing computerized adaptive testing to assess the entry-level skills of students. Chapter 1 provides background information on the project, which utilized The College Board's Computerized Placement Tests (CPT's), a battery of untimed, individualized tests of reading comprehension, sentence skills, arithmetic, and algebra. Chapter 2 contains William C. Ward's essay, "Using Microcomputers for Adaptive Testing," which reviews the advantages of computer-assisted testing, considers the differences between adaptive and diagnostic testing, and discusses the potential role of computers in test preparation, problem simulations, and other areas. The next three chapters describe the implementation and outcomes of the project at Central Piedmont Community College (North Carolina), Santa Fe Community College (New Mexico), and Miami-Dade Community College, South Campus (Florida). Finally, chapter 6 draws from the experiences of the three institutions to offer guidelines concerning planning; facility design; equipment and furnishings; scheduling and facility use; staffing and orientation; reporting, storing, and using test results; and evaluation. (EJV)

ED 297 841 JC 880 409

Gallagher, Paul
Vancouver Community College Educational Plan, 1988-1993.
Vancouver Community Coll., British Columbia.
PUB DATE- Oct 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Instruction; *College Planning; College Programs; Community Colleges; Foreign Countries; Futures (of Society); *Instructional Improvement; Intercollegiate Cooperation; *Long Range Planning; *Organizational Objectives; Two Year Colleges
Vancouver Community College's (VCC's) educational plan for 1988-93 is set forth in this document. First, an outline is presented of VCC's current planning initiatives, including efforts related to controlled enrollment expansion, the demand for part-time studies, instructional quality, facility expansion, instructional innovation, management development, and internal communications. Next, a statement is presented, confirming VCC's continued commitment to interinstitutional and intersystem cooperation, entrepreneurial initiatives with private sector partners, international education, and involvement in provincial, national, and international activities. In the next section, enrollment-oriented planning considerations are discussed, which include overall programmatic stability, improvements in the visibility and quality of the two-year arts and sciences program, increased needs for English as a Second Language and literacy training, and other anticipated changes. Discussions of instructional and facilities/equipment considerations are followed by comments on VCC's relations with the Native Education Centre in Vancouver and the British Columbia Institute of Technology. Appendixes provide supporting data in graphs and tables; a summary of the major findings of an environmental scan; reports on issues related to instructional program reviews, international education, the Canadian Jobs Strategy, and VCC's performance measured against previous educational plans; and a chart showing directions and initiatives planned for 1987-93. (EJV)

ED 297 855 PS 017 482

McNamara, Thomas
Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
PUB DATE- Nov 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Programs; *Early Childhood Education; *Educational Policy; Futures (of Society); *Models; *Program Development; Program Effectiveness; *Social History
IDENTIFIERS- *Pennsylvania (Philadelphia)
This three-part paper develops a position on early childhood education in Philadelphia that is based on historical development and policy analysis. Reference points used throughout the discussion are Guba's (1984) concepts of policy-in-intention, policy-in-action, and policy-in-experience. Part 1, which focuses on the past, briefly reports on the history of the city's program efforts and highlights the policy implications of those efforts. Attention is given to cultural forces, values, and moral considerations relative to the city's early childhood history. Philadelphia is shown to have been a national leader in every type of early childhood activity. Sub-topics include developmental and academic philosophy, and the wide range and effectiveness of the programs. Part 2, which concerns the present, employs material from the professional literature to put developments in a broader context. The evidence indicates that the city continues to provide comprehensive coverage while at the same time being responsive to new demands, data, and policies. Particular attention is given to the alignment of Philadelphia's practices with the emerging model of effective early intervention. With a view toward the future, part 3, discusses six recommendations for the city's future early childhood programs and indicates benefits to be derived from a new early childhood structure. (RH)

ED 297 885 PS 017 529

Hartup, Willard W.
Early Peer Relations: Developmental Significance and Prognostic Implications.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 88
NOTE- 23p.
GRANT- NIMH-R01-MH-42888
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aggression; *Antisocial Behavior; Family Relationship; Friendship; *High Risk Students; *Individual Development; Literature Reviews; Mental Health; Models; *Peer Relationship; *Predictor Variables; Rejection (Psychology); Research Methodology; Research Problems; Risk; *Young Children
IDENTIFIERS- Shyness
Considered are the developmental and prognostic implications of early peer relations. Evidence concerning peer difficulties as risk factors is reviewed along with research dealing with family relations and peer relations in social development. In preference to a stepping-stone model of the development of social deviance, a conjunctive feedback model is advanced to account for the manner in which troubled family relations are followed by troubled peer relations, problems with self-regard, narrowed alternatives in choosing friends, and manifestations of social deviance. It is argued that the origins of these conjunctive cycles appear in early childhood, and therefore require attention in program design and management for young children. (RH)

ED 297 498 EC 210 349

Vanderheiden, Gregg C.; And Others
Toy Modification Note. Revised.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE= 88
NOTE- 30p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($3.10).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); *Construction (Process); *Electric Batteries; *Electromechanical Aids; *Physical Disabilities; Play; Resources; Skill Development; *Toys; Training Methods
Described are toy modifications which enable handicapped individuals to operate battery-powered toys. A battery interrupter is explained as a device which fits between the batteries in a toy and provides the ability to have a separate on-off switch which can be custom designed to fit a handicapped user's needs. Construction and use of three types of battery interrupters are described: for regular cylindrical batteries (AA, C, and D cells), for nine-volt transistor radio-type batteries, and for use with cassette tape recorders and other devices having a "remote" jack. Construction of a wobble stick toy control switch is also illustrated. Skill development activities are suggested to provide training for switch use. Sources are listed for on-off modules, timer modules, environmental control modules, combined time and on-off devices, and battery interrupter cables. A "Trace Quick Sheet" lists books, pamphlets, catalogs, and associations and organizations that provide information regarding adapted toys and toy modifications to allow single-switch control. (JDD)

ED 297 539 EC 210 390

Vocational & Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study. Final Report.
Keystone Area Education, Elkader, Iowa.
PUB DATE- 83
NOTE- 51p.; A product of the Division of Special Education. Appendixes are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adaptive Behavior (of Disabled); Consumer Education; Curriculum Development; *Daily Living Skills; Dropouts; Education Work Relationship; Humanistic Education; Leisure Education; Longitudinal Studies; Mainstreaming; *Mental Retardation; Normalization (Handicapped); Parent Education; Post High School Guidance; Secondary Education; Sheltered Workshops; *Social Adjustment; *Vocational Adjustment; Vocational Rehabilitation; Work Experience Programs

This final report concentrates on conclusions and recommendations from a three-year longitudinal study of 48 mentally retarded adults who were graduates or dropouts from senior high schools in six rural Iowa school districts during academic years 1976-1982. Using data from structured interviews, the study sought to assess social and vocational outcomes in order to consider needed curriculum and support service changes in secondary school special education programs. Among summary recommendations supported by data are the need for affective education, direct teaching of cash-credit management and leisure activities, and expanded student mainstreaming in nonacademic areas. Recognition that parenting will continue beyond graduation should be reflected in preparation programs designed specifically for parents of EMH students. A full spectrum of post-high school services such as sheltered workshops and competitive employment is recommended, as well as additional curriculum provisions that focus specifically on the post-school adjustment phase. Additional instructional and support recommendations address such areas as consumer education, work experience and work-study support services, student participation in school activities, sex education, tax preparation, and preparing employers. Both the short and long forms of the interview are included in appendices. (JW)

ED 297 581 FL 017 490

Kroonenberg, Nancy
Let Your Students Talk and Teach.
PUB DATE- Dec 87
NOTE- 34p.; Paper presented at the ILE International Seminar on Languages in Education in a Bi-lingual or Multi-lingual Setting (3rd, Hong Kong, December 15-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Communication; *Classroom Techniques; Cultural Context; *Educational Games; French; Instructional Materials; *Second Language Instruction
A variety of ideas for classroom second language learning activities are presented. Most are for the intermediate level, but some beginning and advanced level activities are included. Two elements are common to all of them: regard for the cultural element in the language and maintenance of a low-risk, non-intimidating classroom atmosphere. The activities include playing question games, creating stories from pictures, reading maps, labelling floor plans, describing school supplies, assembling a family album, conducting role plays, transcribing short presentations, playing question-and-answer relays and matching games, doing description and definition exercises, playing word association games, holding press conferences and debates, constructing and reconstructing stories and news articles, and writing journals. Some commercially-available materials are also described, and a selected bibliography is included. (MSE)

ED 297 711 IR 013 415

Moonen, Jef
Computer-Aided Learning: A Self-Destroying Prophecy?
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DESC/Rech-87-20
PUB DATE- 26 May 87
NOTE- 23p.; Paper presented at the Educational Research Workshop on Interactive Learning and New Technologies (Eindhoven, Netherlands, June 2-5, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; Cost Effectiveness; Elementary Secondary Education; *Foreign Countries; *Instructional Effectiveness; Microcomputers; Models; Research and Development; Surveys
IDENTIFIERS- *Netherlands
This report considers the progress of the introduction of computer-aided learning (CAL) into the curriculum, with particular emphasis on the situation in the Netherlands. It is argued that the major obstacle to further integration of computers into the curriculum is the rigidity of existing organizational and class structures, and it is suggested that further integration should be concentrated in those subject areas that have been known to be problem areas, such as mathematics or the mother tongue. In those areas, however, greater flexibility in the curriculum will be necessary in order to give CAL the chance to prove its usefulness. The effectiveness and the cost effectiveness of CAL are considered, and it is suggested that it is both CAL as a medium and the surrounding organizational aspects that are responsible for the positive results. A four-phase model for the research, development, and implementation of educational software programs is presented, and the way this approach will be used in the Dutch situation is described. The text is supplemented by two tables, three figures, and a list of nine questions for discussion. (38 references) (EW)

ED 297 726 IR 051 436

Dosa, Marta
International Cooperation in Human Resource Development.
PUB DATE- Jun 85
NOTE- 16p.; Paper presented at the World Congress of the International Association of Agricultural Librarians and Documentalists (7th, Ottawa, Ontario, Canada, June 2-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Developing Nations; *Human Resources; Information Networks; Information Science; *Information Systems; *International Cooperation; Labor Force Development; Position Papers; Professional Education; *Regional Cooperation
IDENTIFIERS- Information Policy
This paper argues that the building of human resource capabilities must move ahead simultaneously on several fronts: (1) basic, applied, and problem-focused research; (2) formal and nonformal education; (3) professional ethics and standards; (4) information policies; (5) technological skills and the ability to assess and select appropriate methods; and (6) communication capacity. The importance of research is discussed with special reference to agricultural information transfer in developing countries, and the economic and social problems of engaging in research projects involving agriculture information systems, services, and libraries are reviewed. However, the benefits of such research for education, professional development, information policies, technology, and communication are seen as a balance for the problems. The paper discusses an international cooperative program in information research based on regional activities and provides a realistic consideration of potential outcomes. Other topics addressed include: professional practice, education, and research; issues in human resources development; problem solving in interdisciplinary areas; and a proposal for cross-national cooperation in research activities. Twenty-five references are cited. (Author/THC)

ED 297 785 JC 880 204

Loucks, Scott D.
Who Are We Missing? Why Some Students Are Failing Freshman Composition...and How Others Are Succeeding.
Shoreline Community Coll., Seattle, Wash.
PUB DATE- 14 Apr 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Freshmen; Community Colleges; *Freshman Composition; Two Year Colleges; Two Year College Students; *Writing Instruction

A study was conducted at Shoreline Community College (SCC) to determine the differences in the personal characteristics and attitudes of students who excel in freshman composition courses and those who fail. Telephone interviews were conducted with 25 students who obtained a B+ or higher and 25 students who received an F in freshman composition between winter 1986 and spring 1987. Students were asked to provide information on their personal characteristics, history of success in English classes, college enrollment goals and influences, expected course grade, and evaluation of the instructor and instructional method. They were also asked about the reasons for their achievement level, activities competing with academic studies, strategies for studying and writing, attitudes toward college in general and English specifically; and awareness of resources for assistance in English. Study findings included the following: (1) over half of the "F" students were no longer enrolled at SCC, and most of these had no plans to return; (2) nearly 33% of the "A" students said that the primary reason for their success was that they consistently sought out the instructor for guidance and feedback; (3) among the "A" students, "the teacher" was listed most frequently as the "greatest hindrance to higher achievement," while "F" students were more likely to cite "lack of motivation"; and (4) 24% of the "F" students had taken and failed freshman composition a second time. (EJV)

ED 297 813 JC 880 358

Contract between the Board of Trustees of Community College District No. 20 and the Walla Walla Community College Association for Higher Education, 1987-89.
Walla Walla Community Coll., Wash.
PUB DATE- 87
NOTE- 41p.; Part of a collection of bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employer Employee Relationship; Faculty College Relationship; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Labor Relations; Leaves of Absence; Part Time Faculty; Personnel Policy; Teacher Dismissal; Teacher Retirement; Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- National Education Association; *NEA Contracts
This contract between the Board of Trustees of Community College District No. 20 and the Walla Walla Community College Association for Higher Education covers the period between 1987 and 1989. The 14 articles in the contract set forth provisions related to: (1) administration, including recognition of the bargaining unit, status of the contract, and conformity to law; (2) management and association rights; (3) personnel policies related to employee rights, copyrights and patents, academic employee protection, and evaluation; (4) workload, including work schedules and assignments, on-campus requirements, professional development, off-campus assignments, travel, class audits, and contact hours; (5) tenure, including statutory requirements and administrative considerations; (6) dismissal; (7) reduction in force; (8) academic freedom and participation by the faculty in college governance; (9) part-time faculty, including fringe benefits, personnel files, and letters of appointment; (10) personal and professional leaves of absence; (11) grievance procedures; (12) salary schedule; (13) uninterrupted instructional activities; and (14) the duration of the agreement. Information on employee evaluation and salaries is appended. (EJV)

ED 297 613 HE 021 020

Nyquist, Jody D.

Preliminary Report on the International Teaching Assistant Training Pilot Project.

Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- May 85
NOTE- 41p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); English (Second Language); *Foreign Students; *Graduate Students; Higher Education; *Instructional Improvement; Language Skills; Skill Development; *Staff Development; Student Characteristics; Student Evaluation of Teacher Performance; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of Washington

The initial phase of the University of Washington's International Teaching Assistant Training (ITA) Training Program is discussed. In addition to collecting demographic data for ITAs, English proficiency and student ratings of ITAs were assessed in order to design the training program. The pilot group was extremely diverse in background and performance. Length of time in the United States, English language fluency, teaching experience, educational background, as well as assigned teaching assistant roles and level of responsibility varied extensively. A training program (including a week-long workshop in September, quarter-long seminars during fall and winter quarters, tutorials, videotape critiques, and in-class observations) was designed to meet the specific instructional needs of this diverse group. Re-assessment of spoken English in March, along with student rating information, evidence substantial gains in fluency for most participants and indicated positive correlation between the level of spoken English and undergraduate student satisfaction. Progress in tutorials and in-class observations also indicated improved teaching performance form most individuals. The content and scheduling of training activities are specified. (Author/SW)

ED 297 656 HE 021 624

Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Mar 88
NOTE- 72p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Community Colleges; *Curriculum Development; *Diagnostic Tests; Educational Diagnosis; Higher Education; *Mathematics Skills; Program Costs; Program Evaluation; Public Colleges; Secondary Education; *Secondary School Curriculum; Secondary School Students; Secondary School Teachers; State Aid; State Colleges; State Programs; State Universities; Writing (Composition); *Writing Skills
IDENTIFIERS- *California; California Academic Partnership Program

The California Academic Partnership Program (CAPP) has two major components: curriculum development projects, focusing on improving the secondary school curriculum, and diagnostic testing projects, focusing on the assessment of students abilities in writing and mathematics. Both components involve partnerships between K-12 districts and institutions of higher education, with special emphasis placed on underrepresented students. This evaluation of the projects that have been funded under this program consists of the following sections: executive summary; history and background (program origins and goals, administration, program components and collaboration, funding history, and evaluation); curriculum development projects (project selection criteria, project impact, teacher participation, local objectives, curriculum revision, continuing activities); diagnostic testing projects (project selection criteria, project locations and emphases, Mathematics Diagnostic Testing Project, High School Diagnostic Testing Program in Composition, writing exam for eleventh graders, project funding, project evaluation); conclusions; and recommendations. The curriculum development projects had a mixed record of success, as some were outstanding, some effective, and some ineffective, while the diagnostic testing project demonstrated considerable success. It was recommended that the program be continued at its present funding level, with cost-of-living adjustments, and with concomitant recommendations for annual reporting and a second comprehensive program evaluation. Appended are Assembly Bill 2398 (1984), project descriptions comprising nearly 40% of the report, and a baseline data guide. (KM)

ED 297 670 HE 021 647

Finke, Gretchen R.; Davis, Stephen F.
The Introductory Psychology Journal: A Technique for Increasing Course Relevance.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Teaching; Diaries; Experimental Teaching; Higher Education; Instructional Effectiveness; *Instructional Innovation; *Journal Writing; *Personal Narratives; *Psychology; Reports; *Student Journals; Teaching Methods; Writing (Composition)
The use of a student journal to relate the material covered in a particular course to real-life experiences has proven to be an effective technique that can be utilized in a wide variety of courses. This technique was adapted for use with two sections of Introductory Psychology at Emporia State University (Kansas). Students were required to write a journal rather than a term paper during the semester. The instructions provided to the students were to analyze everyday occurrences in the terminology of psychology, applying the theories and principles of psychology. Students were told to illustrate psychology with personal examples and were instructed to hand in the journal 10 times during the semester, with feedback provided each time. On each hand-in date, the journals had to have two written pages of quality material. This project was intended to enhance student understanding of psychology, teach the students to think, and add a more individualized element to a predominantly lecture-type course. A 38-item questionnaire was developed to evaluate the effectiveness of the journal project. Most of the questions were evaluated on a five-point Likert scale. Results of the study indicate that the students enjoyed the project and were encouraged to learn more about psychology and its relevance to their own lives. (SM)

ED 297 684 HE 021 697

Kells, H. R.; Parrish, Richard M.
Trends in the Accreditation Relationships of U.S. Postsecondary Institutions. 1978-1985.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- 86
NOTE- 17p.; For a related document, see ED 175 359.
AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Educational Assessment; Educational Quality; *Institutional Evaluation; Institutional Role; National Surveys; Postsecondary Education; Regional Characteristics; Relationship; Trend Analysis
As a follow-up to a 1979 study ("Multiple Accreditation Relationships of Postsecondary Institutions in the United States") by the Council on Postsecondary Accreditation (COPA) this report presents answers to some of the questions raised then. The purpose was to: explore in a longitudinal way most of the major facets of the 1979 study; explore in a more detailed way the phenomenon of multiple relationships; explore the relationship between the accreditation patterns found and the extent of state regulation or control experienced by the institutions; and explore in more detail the increasingly important accreditation relationships of non-regionally accredited proprietary postsecondary institutions. Study procedures and limitations are discussed. Findings are explained by accredited institutions, accreditation relationships of institutions, patterns of accrediting relationships, patterns for accrediting agencies, relationship to level of state regulation, and the national accreditation database. Results indicate: accreditation activity has grown overall since 1978 by one-fourth; regional differences in accreditation patterns persist; the basic patterns of relative extent of accreditation agency activity have been sustained with some shifts; and there is little relationship between extent of state regulation of institutions and the average number of accreditation relationships per institution. 7 references. (SM)

ED 297 698 IR 012 338

Senese, Donald J.
Excellence in Our Schools: Differences That Count.
PUB DATE- 14 May 84
NOTE- 10p.; Paper presented at the Southeastern Regional Conference of the Secondary School Recognition Program (Columbia, SC, May 14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Managed Instruction; *Computer Uses in Education; *Educational Innovation; Educational Objectives; *Educational Technology; Educational Television; Microcomputers; Role of Education; *School Effectiveness; Secondary Education; Technological Advancement; Videodisks

America is changing from an industrial age to an information age wherein a premium is placed on the rapid acquisition, assimilation, and use of knowledge. Instructional technology offers the field of education an unprecedented opportunity to emphasize learning, increase teacher productivity and make more effective schools. Educators must face the reality that educational reform and technology are going to require a new way of looking at teachers, the teaching profession, and instructional methods. It is going to require a rethinking of the structure of the educational system to include more instruction outside the traditional four wall classroom, allowing more education in the home and in community centers. Computers will be able to assist in remedial work and higher skill work, and in record keeping and monitoring of student progress which will free the teacher for other tasks. Technology will require a higher level of skills of teachers; they will need to know the tools (e.g., microcomputers, videodiscs, cable television and slow scan television) and how to use these tools effectively for such tasks as remedial work, building word vocabulary, or tutoring possibilities. Technology must be integrated into the educational program, and its use for both technological goals and educational goals must be maximized. This will require making necessary changes and adjustments to improve the current model or make a new one. Finally, educators need to be opportunity oriented, not problem prone, in focusing on technology in education. The result will be a more productive, more efficient and more effective educational system delivering learning to all areas of the population. (DJR)

ED 297 740 IR 052 412

Kuhlthau, Carol Collier
Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-14-7
PUB DATE- 87
NOTE- 34p.
CONTRACT- 400-85-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-74; $5.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Literacy; *Course Integrated Library Instruction; Critical Thinking; Elementary Secondary Education; *Functional Literacy; Information Needs; Information Services; *Information Technology; Learning Resources Centers; *Library Skills; Mass Media; *Media Specialists; Online Searching; Problem Solving; Public Education; School Libraries; Student Attitudes; User Needs (Information)
IDENTIFIERS- *Information Literacy

This review of the research literature describes and discusses functional/information literacy in the age of computers and the resulting "information explosion," together with means by which students can become competent information users in the future and be enabled to lead productive, meaningful lives. Defined as comprising library skills and computer literacy, information literacy is discussed in relationship to school media centers, which have become key places for integrating skills and resources with subjects across the curriculum, and allowing students to develop proficiency in inquiry. This study summarizes information technologies useful in schools and reviews international information literacy programs to provide insights into ways that administrators, teachers, and library media specialists can work together to prepare students to meet the challenges of the information age. Included in the discussion are (1) definitions and characteristics of information literacy; (2) the library media center as information center; (3) integrating information skills with the curriculum; (4) information technologies in schools; and (5) means of achieving information literacy. It is concluded that competent use of information can offer beneficial results to society-at-large, and that, conversely, information illiteracy can cause harm to individuals and to society. (75 references) (CGD)

ED 297 770 IR 052 491

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
Essen Univ. (West Germany). Library.
REPORT NO.- ISBN-3-922602-07-X
PUB DATE- 84
NOTE- 202p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliographic Utilities; Developed Nations; *Electronic Publishing; Foreign Countries; *Information Networks; Information Systems; *Library Automation; Online Catalogs; Online Searching; *Online Systems
IDENTIFIERS- *Document Delivery; *Electronic Libraries

This symposium examined issues in the planning, development, and implementation of library automation and the effects of electronic publishing. The following presentations are included in this collection: (1) "Will There Be Electronic Anarchy?" (Helen Henderson); (2) "Ergonomics in the Electronic Era" (Andrew Torok); (3) "LS/2000--Synopsis of an Illustrated Talk Describing the OCLC Local Library System--LS/2000" (Niall Perry); (4) "The Online Catalog Revolution" (Frederick Kilgour); (5) "The Graceful Integration of Text and Facsimile in an Electronic Document Delivery System" (Thomas Hickey); (6) "Delivery Systems: Beyond Access" (Susan Martin); (7) "Electronic Publishing: Some Observations Evolving from Our Experience" (Oldrich Standera); (8) "Recent Work of the IEPRC (International Electronic Publishing Research Centre)" (Hans Ehlers); (9) "Electronic Publishing and Records Management" (Marc D'Alleyrand); and (10) "The Electronic Era: Implications for Consultancies" (Esther Dyer and Scott Bowker). The papers are supplemented by various figures, and most have bibliographic references or bibliographies. Two additional papers were presented: "New Developments in Electronic Publishing" (Alan Singleton), and "The Age of Information: The Development in Information and Communication on the Basis of New Technologies" (Wolfhart Anders). (EW)

ED 297 827 JC 880 377

Ryan, G. Jeremiah
Corporation and Foundation Giving to Community Colleges.
Monroe Community Coll., Rochester, NY. Office of Institutional Advancement.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Council for the Advancement and Support of Education, Washington, D.C.
PUB DATE- Jun 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Colleges; *Corporate Support; Educational Finance; *Philanthropic Foundations; *Private Financial Support; Two Year Colleges
Designed to encourage and inform community college efforts to obtain financial support from corporations and foundations, this report assesses the current status of corporate and foundation giving to two-year colleges and identifies organizations that accept funding proposals from community colleges. After stressing the need to diversify financial support, part I assesses the status of community college fund raising and of foundation and corporate philanthropy to two-year colleges. This section indicates that: (1) corporate donations to all colleges and universities totaled $1.8 billion in 1986-87, including $19.8 million to community colleges; (2) foundation gifts to community colleges totalled $8,635,000, or roughly 1% of all foundation gifts to education; and (3) 43.9% of the private financial support for community colleges was provided by corporations, 1.8% by alumni, 29.8% by other individuals, and 13% by foundations. Part I also includes a list of organizations that can provide information on corporate and foundation giving, information on efforts to increase educational fund raising, and a resource list. Part II contains a list of 190 corporations and foundations, their key contact people, addresses, and funding policies concerning community colleges. Part III lists 168 companies that do not provide matching gifts to community colleges, and 862 companies that do offer matching grants. (AYC)

ED 297 871 PS 017 507

Sheaffer, Christena
Promoting Oral Language Growth in Kindergarten through Creative Writing.
PUB DATE- 88
NOTE- 33p.; Master's Thesis, Olivet Nazarene University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Analysis; *Creative Writing; *Curriculum Development; Educational Innovation; *Kindergarten; *Language Acquisition; *Oral Language; *Outcomes of Education; Primary Education; Teacher Role; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; Graves (Donald)
A developmentally appropriate creative writing program for kindergarten children that included peer interaction and teacher-student discussion was studied to ascertain whether program participants would attain significantly higher oral language scores than did nonparticipants. The writing program was implemented in one of two half-day kindergarten classes for approximately 4 months. Two or three times a week, after the daily story or a hands-on experience such as cooking, children in the intervention class were asked to write or draw something about the story, the group experience, or a topic of their own choosing. They were encouraged to talk about their experience with classmates and the teacher while they wrote. Once a week, children would read their stories to a partner, the teacher would choose some stories to read, or a few students would share their stories with the whole class. Students in the other class participated in a daily story time, but only occasionally drew pictures or took part in teacher conferences or group discussions. Eleven children in each class were matched on pre-kindergarten screening test scores for purposes of comparison. These children's scores on the Structured Photographic Expressive Language Test suggested that the creative writing program positively affected participants' oral language growth. (RH)

ED 297 886 PS 017 530

Peterson, Karen L.
Building Curriculum for Young Children: Deciding on Content.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Criteria; *Curriculum Development; *Decision Making; Early Childhood Education; *Educational Philosophy; *Elementary School Teachers; Guidelines; *Preschool Teachers; Teacher Role; *Values Clarification
IDENTIFIERS- Philosophic Mindedness; *Process Analysis; Questions; Theoretical Analysis
The purpose of this paper is to assist early childhood teachers in developing curriculum content by considering the philosophical issues that surround the curriculum decision-making process. Curriculum development is construed in terms of a multi-step decision-making process through which teachers progress. Steps of the process are: (1) formulating a conceptual philosophy; (2) defining curriculum; (3) organizing information into units; (4) selecting topics; (5) assessing the relevance of content; and (6) determining how the selected content should be presented to children. Discussion of most steps includes questions for teachers to consider or criteria for them to employ when making curricular decisions. The process approach to curriculum development described in the paper assumes that early childhood educators, even at the beginning phases of teaching, know more about their own profession than they think they do. Educators maintain theoretical positions and perspectives on development. They are the best source of fundamentally sound and developmentally supportive information and experiences for young children. In addition, early childhood teachers are the best articulators of their own position if they are given opportunity and conceptual tools for refining their ideas. (RH)

ED 297 512 EC 210 363

Gray, Elizabeth
Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Disadvantaged; Early Childhood Education; *Handicap Identification; *High Risk Students; *Intervention; Learning Strategies; Literacy; Oral Language; Predictor Variables; Premature Infants; Prevention; Reading Diagnosis; *Reading Difficulties; *Reading Skills; *Remedial Reading; Screening Tests; Teaching Methods
IDENTIFIERS- *Early Intervention

Studies are reviewed on early identification and remediation of "at risk" preschool, 1st-, and 2nd-grade children to prevent possible future reading failure. The research review identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications for at-risk children. Early literacy acquisition goals should involve: complementing the child's oral language goals, creating favorable language environments, and increasing students' awareness of word parts. Predicting reading performance requires effective screening programs to identify reading achievement problems. Three areas of possible deficits are identified: oral language abilities for comprehension and production, literacy knowledge gained from socialization experience, and language awareness skills. Early intervention has been found to be effective in overcoming these deficits as well as the influences of neurological immaturity and disadvantaged backgrounds. Strategies for improving reading skills involve use of environmental print, kinesthetic activities, recitation, building students' knowledge of concepts and attaching words to them, developing subtypes of reading disabilities and matching instruction to their perceptual strengths and preferences, and involving parents. (JDD)

ED 297 525 EC 210 376

Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report.

Denver Univ., CO. Dept. of Speech Pathology and Audiology.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 141p.; For individual papers from this report, see EC 210 377-380.
GRANT- G008430142
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiology; *Communication Disorders; Curriculum Development; Delivery Systems; Higher Education; Parent School Relationship; Practicums; Preschool Education; *Professional Education; *Speech Pathology; *Therapists

The final report describes a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders. Specific project objectives included (1) provision of basic and applied information to pathologists and audiologists through coursework and practical experiences; (2) training of pathologists and audiologists in ways to incorporate parents in the overall intervention program; and (3) training in ways to coordinate and sensitively communicate to parents information from other professionals involved in the child's treatment plan. A curriculum and set of practicum experiences was developed and tested with 11 trainees. Coursework included: observation of normally developing children for 10 weeks of lecture and lab, preschool practicum for 2 half-days with associated lecture and seminar; a self-contained language group experience with toddlers; an internship experience for 20 hours per week; and an externship for one semester. The evaluation plan and its findings are outlined. The major portion of the document consists of the following individual reports on project highlights: "The Developmental-Interaction Curriculum: An Approach to Training" (Sue McCord); "Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program" (Janice Zelazo); "The Mainstreamed Laboratory Preschool: A Training Site: Minstreaming" (Kate Ingmundson and Sue McCord); and "Multidisciplinary Team Staffing Practicum" (Susan Moore). (DB)

ED 297 553 EC 210 605

Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Apr 87
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 270 961.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Feedback; *Job Performance; Moderate Mental Retardation; *Performance Factors; *Productivity; *Self Evaluation (Individuals); *Severe Mental Retardation; Young Adults
IDENTIFIERS- Supported Work Programs

This one-page abstract summarizes the final report of a federally funded project titled, "Maintaining the Work Rate of Youth with Severe Handicaps." The study evaluated the effects of two self-management techniques, self-monitoring and self-solicitation of feedback with seven 18- to 20-year-old severely and moderately retarded youth over a 5-month period. Self-monitoring involved counting and recording the number of work units completed during each time period. Self-solicitation of feedback involved charting whether they had worked faster or slower than a specified standard and then discussing the chart with a trainer. Self-monitoring alone improved productivity for some workers on some tasks, but some workers' performance declined over time. With self-solicitation, productivity levels increased and remained at higher levels than during self-monitoring only. Results demonstrated: that severely retarded workers can accurately monitor their own work, that providing feedback took little of the trainer's time, and that work quality was generally maintained. Recommendations for trainers include establishing a measurement system for acquiring accurate data on work performance, creating a self-monitoring system manageable by individuals, establishing a system for self-evaluation and self-solicitation of feedback, and periodically checking the accuracy of self-monitoring. (DB)

ED 297 566 FL 016 119

Guthrie, Larry F.; And Others
Site and Sample Descriptions. SBIF Study: Part II.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SBIF-83-R.11
PUB DATE- Dec 83
NOTE- 114p.; For related documents, see FL 016 113-120.
CONTRACT- 400-80-0026
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Basic Skills; Bilingual Education; *Bilingual Education Programs; Classroom Communication; Classroom Environment; Classroom Techniques; Cubans; Cultural Awareness; Educational Assessment; English (Second Language); Ethnic Groups; Filipino Americans; Hispanic Americans; Language of Instruction; Limited English Speaking; Mexican Americans; Program Evaluation; Puerto Ricans; Scheduling; *Student Characteristics; Student Participation; *Teacher Attitudes; *Teacher Characteristics; *Teacher Education; *Teacher Qualifications; Teaching Styles; Vietnamese People
IDENTIFIERS- Chinese People; Navajo (Nation)
The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables at eight sites serving LEP students representing Mexican, Puerto Rican, Cuban, Chinese, Navajo, Filipino, and Vietnamese ethnolinguistic groups. This report presents descriptive data about the the eight sites and the students and teachers. The data include district enrollments and ethnic composition, staff and student language characteristics, community descriptions, class enrollments and proportions of LEP students, students' instructional participation styles, and participating teachers' professional training and experience in general and bilingual education. Synthesis of the teacher data also revealed teacher perceptions of three aspects of bilingual education: entry/exit criteria, philosophy, and program effectiveness. The information gathered is intended as background information for analysis and reporting of the overall study and its components. (MSE)

ED 297 598 FL 017 526

Little, Greta D.; Sanders, Sara L.
Community: Prerequisite for Communication in Language Classes.
PUB DATE- Dec 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Classroom Techniques; Communicative Competence (Languages); French; German; Higher Education; *Peer Relationship; *Second Language Instruction; *Student Motivation

Linguists have recognized the need for appropriateness, sincerity, non-obviousness, and cooperation between speakers in naturally occurring conversation. It is assumed that the speakers listen to each other and in some sense "care" about one another at the time of interaction. In the second language classroom such a sense of mutual concern may not exist. The concept of communicative competence has created a lively, communication-oriented style of language instruction, but a crucial difference between natural talk and classroom conversation has been overlooked. In natural talk, speakers enter the discourse because they want to and stay in it because they have some common ground with the other speaker. Language classrooms often lack such motivation, even when the activity meets the requirements of good communicative teaching. A comparison of experiences as ethnographic participant-observers in beginning French and German classes illustrates that a sense of classroom community is a crucial prerequisite to meaningful language practice. Teachers can provide a classroom environment conducive to eye contact in all exchanges, frequent use of student names, use of meaningful questions, reinforcement of all target language use, and reduction of individual competition. (Author/MSE)

ED 297 628 HE 021 544

Financial Aid for Minorities in Health Fields.
Garrett Park Press, Md.
REPORT NO.- ISBN-0-912048-53-0
PUB DATE- 87
NOTE- 60p.; For related documents, see HE 021 541-546.
AVAILABLE FROM- Garrett Park Press, P. O. Box 1908, Garrett Park, MD 20896 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; American Indians; Black Students; Demand Occupations; Dentistry; Dietitians; Eligibility; Enrollment; Ethnic Groups; Fellowships; Grants; *Health Occupations; Higher Education; Hispanic Americans; Laboratory Technology; Majors (Students); Medical Education; *Minority Groups; Nursing Education; Nutrition; Occupational Therapy; Optometry; Pharmacy; Physical Therapy; Physicians Assistants; Scholarships; *Student Financial Aid; Student Loan Programs; Veterinary Medical Education
This directory of financial aid sources for minority students majoring in health or health-related fields includes the following types of information: (1) summary and description of the fields, including college enrollment statistics, demand for graduates, including salary ranges, and definitions of the fields and specialty areas; (2) directory of financial aid programs that assist minority group students with scholarships, fellowships, loans or other financial aid (each directory entry provides the name and address of the organization and a brief description of the type of aid provided and any special restrictions or requirements); (3) a list of associations and other organizations in these fields offering additional assistance to students; and (4) a list of books and other resources. A subject index is also provided. (KM)

ED 297 643 HE 021 611

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
Eureka Project, Sacramento, CA.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Haynes Foundation.; James G. Irvine Foundation, San Francisco, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Mar 88
NOTE- 43p.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Economic Development; Educational Finance; *Educational Opportunities; *Educational Policy; Equal Education; Ethnic Groups; Financial Aid Applicants; Higher Education; Nondiscriminatory Education; State Aid; State Federal Aid; *State Programs; *Student Financial Aid; Tuition Grants
IDENTIFIERS- *California; Eureka Project; New York; Pacific Rim; Texas

Student financial aid is a major education industry. Three papers by educational professionals are presented as points of comparison. "Student Financial Aid Policies and Programs in Texas and California: A Comparison" (Stephen Janes) states that Texas and California have much in common; demographics in the two states are not radically different; college-going behavior of White, Black, and Hispanic students in both states follow similar patterns; both states maintain low- or no-tuition policies for public colleges; and Texas tends to finance its grant programs from increases in tuition at the institutional level. "Student Financial Aid Policies and Programs in New York and California: A Comparison" (Charles Treadwell) discusses the changing populations of New York State; competing demands on the state budget in both states; a history of higher education in New York State; student financial assistance in New York State; and the coordination of state and federal roles. "Higher Education and Student Financial Aid in the Pacific Rim" (Edward St. John) focuses on the two-way trade with Asian countries in the Pacific Rim and its relationship to California's recent economic development; the educational needs of Pacific Rim countries and their relevance to California; and the building of new kinds of partnerships. The document contains 39 references. Tables are included. (SM)

ED 297 800 JC 880 343

Moss, Judith
S.I.Q. Student Information Questionnaire: A Survey of Student Characteristics, Fall 1986.
San Francisco Community Coll. District, Calif.
PUB DATE- Dec 87
NOTE- 170p.; For an earlier S.I.Q. survey, see ED 257 487.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; Homosexuality; Lesbianism; Majors (Students); Minority Groups; Multicampus Districts; Place of Residence; *Student Characteristics; *Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Two Year College Students
IDENTIFIERS- San Francisco Community College District CA
Designed to serve academic, student services, and administrative needs, this report provides information on the characteristics and programs of students enrolled in the San Francisco Community College District (SFCCD) in fall 1986. Section 1 provides an introduction and overview, including a profile of district students, historical perspectives on students enrolled at SFCCD centers and the City College of San Francisco (CCSF), and a summary of factors affecting district planning. This section indicates that 61% of the SFCCD students were between 21 and 44 years of age, 72% were members of an ethnic minority, 45% use public transit, and 60% of the day students and 30% of the evening students said their immediate educational goal was to transfer to a four-year college. Section 2 presents data on students enrolled at SFCCD centers, including information on students' age, race/ethnicity, academic discipline, major reason for taking a specific course, residence, date of last prior enrollment, source of funding, time of class, and sexual orientation. Section 3 contains the same information for CCSF students. Finally, section 4 contains an explanation of the study methodology; copies of the questionnaire and planning code; and a series of tables summarizing 1986 data and responses from previous years. (EJV)

ED 297 842 JC 880 410

Gallagher, Paul
Community Colleges in Canada: A Current Profile.
Association of Canadian Community Colleges.
PUB DATE- Oct 87
NOTE- 21p.; Paper presented at the Canadian National Forum on Post Secondary Education (Saskatoon, Saskatchewan, October 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Educational Trends; Foreign Countries; *Governance; Institutional Characteristics; Labor Relations; National Surveys; Two Year Colleges
IDENTIFIERS- *Canada

An overview is provided of the community college sector of Canadian post-secondary education. The first section points out the characteristics shared by the wide range of institutions termed "community colleges," indicating that: (1) they are public institutions with low or no tuition for conventional full-time students; (2) they are products of provincial legislation and function as components of provincial post-secondary systems; (3) they offer diplomas, certificates, and other credentials, but are not degree-granting institutions; (4) they are known for their diversity of programming; (5) a growing proportion of community college activity involves skill upgrading and retraining of current members of the workforce; (6) admissions requirements differ by program; (7) students tend to be older than university undergraduates; and (8) the colleges are actively involved in the transfer of technology to the workforce. The next section offers brief descriptions of the community college systems operating in each province, noting that in all there are 200 community colleges or allied postsecondary institutions in Canada. The scale of the community college sector is assessed next in terms of enrollments (i.e., approximately 500,000 full-time and over 1,500,000 part-time students); and numbers of faculty, administrative and support personnel, and citizens serving on college boards and advisory committees. The next sections examine college governance structures, relations with the provincial and state governments, and unionization and labor relations within the colleges. Information on funding is provided next, indicating that the community colleges accounted for 9% of the total educational expenditures in Canada in 1984-85, with the three layers of government contributing 84% of direct college funding. The final sections identify some of the national and provincial organizations for community colleges, and offer conclusions. (EJV)

PS

ED 297 856 PS 017 484

Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement.
National Association of Early Childhood Specialists in State Departments of Education.
PUB DATE- 87
NOTE- 18p.; This position statement was adopted at the Annual Meeting of the National Association of Early Childhood Specialists in State Departments of Education (Chicago, IL, November 11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Curriculum; *Educational Practices; Educational Quality; *Educational Trends; *Failure; Grade Repetition; Grouping (Instructional Purposes); *Kindergarten; *School Entrance Age; *Student Placement; Teacher Role; Test Use

Several current educational practices have narrowed the kindergarten and primary grade curriculum, constricted equal educational opportunity, and curtailed the exercise of professional responsibility of early childhood educators. In response to these trends, the National Association of Early Childhood Specialists in State Departments of Education has developed the following six principles to guide kindergarten entry and placement: (1) Kindergarten teachers and administrators guard the integrity of developmentally appropriate programs for young children by resisting pressure for acceleration of narrowly focused, skills-based curricula. (2) Children are enrolled in kindergarten based on their legal right to enter. Families are not counseled to delay children's entrance. (3) Kindergarten teachers and administrators are informed about measurement techniques and are involved responsibly in their use; they do not defer measurement decisions solely to psychometricians and test publishers. (4) Retention is rejected as a viable option. (5) Any tests used at kindergarten entrance are valid, reliable, and helpful in initial program planning and information-sharing with parents; they are not used to create barriers or to sort children. (6) All children are welcomed as they are into heterogeneous kindergarten settings. Concluding discussion argues that practitioners cannot uphold practices and programs predicated on failure. (RH)

ED 297 755 IR 052 475

Nisser, Donald
Library Signage: Doing It Right.
Maine State Library, Augusta.
PUB DATE- Jul 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bids; *Contracts; Library Administration; Library Facilities; *Signs; *Specifications; State Libraries
IDENTIFIERS- *Maine State Library; *Requests for Proposals
This paper describes and provides documentation for the development of a signage system for the Maine State Library. A brief description of the process is accompanied by copies of the Request for Proposal (RFP); a score sheet used to evaluate the offerings of various companies bidding for the contract and the results of the evaluation; a copy of the contract with Display Concepts, Inc.; and a pricing schedule for the contract. The RFP includes a floor plan of the library. (EW)

ED 297 582 FL 017 491

Kroonenberg, Nancy
Be There!
PUB DATE- Apr 88
NOTE- 48p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 7-10, 1988). Several figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Classroom Techniques; *Cultural Education; English (Second Language); Food; Foreign Countries; French; German; *Instructional Materials; *Realia; Second Language Instruction; Spanish; *Study Abroad; Television; Textbooks; *Travel
A guide to the classroom use of experience abroad for second language teaching focuses on the exploitation of materials and information brought back from a specific locale by students and/or teachers. Ideas are given for collection of realia, including menus and television schedules in particular, and for their use in the classroom. It is recommended that teachers select a specific town or city mentioned in the textbook and use it as a theme for overall cultural study. Suggestions are made for preparation for the trip, things to do immediately upon returning, and integration of the target culture into classroom instruction and grammar lessons. Sample realia from several cultures (Chinese, English, French, German, and Spanish) and ideas based on them are presented. News articles concerning one class trip to a French town are also included. (MSE)

ED 297 712 IR 013 416

Shannon, A. G.; And Others
Collection of Articles on Computers and Information Technology.
PUB DATE- 84
NOTE- 29p.; Portions contain light/marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- Artificial Intelligence; Communications; *Computer Assisted Instruction; *Computer Literacy; *Computers; Computer Uses in Education; *Curriculum; Information Processing; *Information Technology
IDENTIFIERS- *Intelligent CAI Systems
Four articles focus on computers, information technology, and education: (1) "Information Technology: Some Implications for Education" (A. G. Shannon, B. S. Thorton, and Gareth Locksley) examines the last phase of technological development, the communication phase, as it relates to computer technology in education; (2) "Computers in the Curriculum" (A. G. Shannon) examines the integration of computers into the school curriculum in light of the development of information processing technology; (3) "Intelligent Computer-Aided Instruction" (A. G. Shannon) discusses some controversial issues in artificial intelligence as signs of confusion about computers, and suggests that there is a philosophical basis for this confusion; and (4) "Computer Technology and the Curriculum: Some Questions" (A. G. Shannon) raises some concerns about the rapid inclusion of computer technology in the world of education, and questions some of the assumptions underlying the educational use of computers and their possible effects on the curriculum. References are provided in each article. (EW)

ED 297 727 IR 051 594

Annual Program, 1986. Texas State Library.
Texas State Library, Austin.
PUB DATE- 86
NOTE- 286p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; Disadvantaged; *Federal Aid; *Financial Support; Grants; *Library Administration; Library Services; Limited English Speaking; *Program Budgeting; Program Descriptions; *Public Libraries; Shared Library Resources; State Libraries
IDENTIFIERS- *Library Services and Construction Act; Public Library Construction; *Texas State Library

Applications for Federal Assistance (Form 424) from the Library Development Division of the Texas State Library and Archives Commission are presented, along with supporting documentation, for each of the following programs: Title I--Library Services; Title II--Public Library Construction; and Title III--Interlibrary Cooperation and Resource Sharing. Title I documentation comprises budget information and estimates for fiscal year 1986 for Maintenance of Effort, Administration, and Major Urban Resource Libraries. Program narratives for eight Title I projects are also included: Project 1--Areas without Services; Project 2--Areas with Inadequate Services; Project 3--Regional Public Library Systems; Project 4--Library Services for the Blind and Other Physically Handicapped Persons; Project 5--Centralized Acquisitions for State Institutions; Project 7--Major Urban Resource Libraries; Project 9--Services to Limited English Speaking; and Project 13--Administrative Expenses for Library Services and Construction Act. The program narrative for Project 1--Public Library Construction is presented for Title II. Included for Title III are budget information and narrative summaries for Project 1--Demonstrations of Interlibrary Cooperation and Project 3--Establishing, Expanding, and Operating Library Networks. Eight appendices follow: (1) Establishment Grant Application Guidelines and Abstracts of Subgrant Projects; (2) Incentive Grant Application Guidelines; (3) Guidelines for System Plans of Service and Abstracts of Subgrant Projects; (4) Guidelines for Interlibrary Loan Contracts; (5) Application for State Institutions Program; (6) Major Urban Resource Libraries (MURLs) Grant Program Guidelines; (7) Guidelines for Fiscal Year 1987 Title II Library Servies and Construction Act Construction Program; and (8) Interlibrary Cooperation Grant Application Guidelines and Abstracts of Subgrant Projects. The Basic State Plan and a long-range plan update follow the appendices. (KM)

ED 297 786 JC 880 283

Siegel, Martin
The Role Play: More than Make-Believe.
PUB DATE- 87
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Class Activities; Community Colleges; Learning Activities; *Marketing; *Role Playing; Teaching Methods; Two Year Colleges
At the University of Akron's Community and Technical College, the major student project for "Principles of Advertising" is the development of ad campaigns for an assigned product. Two groups of students, playing the role of advertising agencies, compete with each other while the remaining students in the class act as the clients. Among the advantages of the project are that students get a chance to show their ideas, talents, and skills while working as a team; and that the project serves as a semester-long frame of reference for the in-class lectures. Problems, such as an unequal sharing of the workload within the groups or students' reluctance to speak before the class or make quality judgments, can usually be overcome by the instructor. Examples of five student advertising campaigns are attached, including marketing analyses and plans, and sample advertisements. (EJV)

ED 297 814 JC 880 359

Macomb Community College Internal Communications Plan.
Macomb County Community Coll., Warren, Mich.
PUB DATE- Oct 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; College Planning; Community Colleges; *Information Dissemination; *Information Needs; *Organizational Communication; Two Year Colleges

Designed to improve internal communications at Michigan's Macomb Community College (MCC), this plan identifies strategies, goals, objectives, and activities which are consistent with established policy and an organizational assessment. After section I provides introductory comments, section II considers the policy implications of the communications plan. Section III offers an environmental analysis, identifying the kinds of information desired by employees, internal communications distribution models, characteristics of effective communications, and environmental changes that will affect communications in the future. Section IV presents the results of an organizational assessment conducted to identify the separate audiences of internal communications, assess employee attitudes concerning the content and processes, document the existing vehicles and media available for use, and anticipate changes. After section V discusses the goals and objectives of internal communications, section VI presents an action plan which includes the formation of an internal communications committee, program recommendations, and timelines. Finally, section VII considers evaluation criteria and measures, communications research, and management reporting. A 15-item bibliography and appendixes containing additional information about MCC and the communications project are included. (EJV)

ED 297 499 EC 210 350

Villarruel, F.; And Others
Alternative and Augmentative Communication Bibliography. Revised.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 87
NOTE- 72p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($9.60).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; Communication Research; Computer Software; *Electromechanical Aids; Input Output Devices; *Interaction; Microcomputers; Sign Language; Written Language
IDENTIFIERS- *Augmentative Communication Systems

This bibliography, now in its seventh revision, seeks to provide a database of journal articles and conference papers for the field of augmentative communication. The approximately 700 entries are gathered primarily from works published or presented in the United States and Canada. References on the use of aided systems are the major focus, with particular emphasis upon communication interaction between aided and natural speakers. The list is organized by author, and each entry includes basic bibliographical information and a classification code. The classification codes identify papers by: particular clinical population, subject characteristics and age, focus of the paper (assessment, training, position paper, software development, etc.), and symbol systems and output modes. (JDD)

ED 297 540 EC 210 391

Irwin, Marilyn, Ed.; Wilcox, Barbara, Ed.
Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).
Indiana Univ., Bloomington. Inst. for the Study of Developmental Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 169p.
CONTRACT- 300-86-0111
AVAILABLE FROM- Institute for the Study of Developmental Disabilities, 2853 East 10th St., Bloomington, IN 47408, Attn: Library ($6.90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Administrator Role; Community Programs; Cooperation; *Delivery Systems; Demonstration Programs; Elementary Secondary Education; *Mainstreaming; *Normalization (Handicapped); Parent Role; School Districts; *Severe Disabilities
The document consists of proceedings from the 1987 Leadership Conference on the topic of least restrictive environment (LRE) for severely disabled students. Contents include the following presentations: "The OSEP (Office of Special Education Programs) Plan for LRE" (G. Thomas Bellamy); "Bringing about Integrated Community-Based Programs for Students with Severe Handicaps" (Wayne Sailor); "Quality Indicators of Exemplary High School Programs for Students with Severe Handicaps" (Barbara Wilcox); "A Collaborative Model for LRE Statewide Implementation" (Henry Schroeder et al.); "Parents' Role in Quality School Programs" (Carol Inman et al.); "Developing District Level Support for LRE" (Harmon Baldwin et al.); "The Education of an Administrator" (Harmon Baldwin); "From a Parent's Point of View" (Cory Moore); "Blueprint for Change" (Mike Hardman); "Developing Building Support among Administrators and Student Body (Jerry Wagner et al.); "Preparing Teachers and Related Services Staff for Integration" (Diane Ryndak et al.); "Building Opportunities for After-School and Out of School Integration" (Robi Kronberg et al.); "Planning for Transition to Work and Community Life" (John Stern et al.); and "Preparing Students with Severe Intellectual Disabilities to Live, Work and Play in Integrated Settings" (Lou Brown). Results of the conference evaluation are presented in an appendix. (JW)

ED 297 614 HE 021 024

T.A. Training Planning Meeting, May 20, 1986. Center for Instructional Development and Research, University of Washington.
Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- 20 May 86
NOTE- 85p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conferences; Consultation Programs; Course Evaluation; Foreign Students; *Graduate Students; Higher Education; *Instructional Improvement; Research Projects; School Orientation; Small Group Instruction; Staff Development; *Teacher Effectiveness; *Teaching Assistants; Videotape Recordings; Writing Instruction
IDENTIFIERS- *Teaching Assistant Training Project; *University of Washington

Materials from a spring 1986 teaching assistant (TA) planning meeting held at the University of Washington are presented. The training meeting was sponsored by the Center for Instructional Development and Research (CIDR). Contents include: a list of workshops; a timeline for planning TA orientation activities; information on CIDR print materials, information on using videos to enhance instruction; booklets to facilitate the three videotapes (the graduate TA role, distinguished teachers on teaching, and encounters with teaching); a list of the types of instructional assistance available to TAs from the CIDR; a summary of the use of small groups for instructional purposes; consultation services provided by CIDR on student writing; a summary of the International Teaching Assistant Project; information on CIDR videotape facilities and services; a description of the small group instructional diagnosis (class interview) method of course evaluation; descriptions of selected research that is being undertaken by CIDR; and selected journal articles. (SW)

ED 297 657 HE 021 625

Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report 88-9.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Mar 88
NOTE- 51p.; Several appended pages have broken/blurred print.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Comparative Analysis; Compensation (Remuneration); *Fringe Benefits; Higher Education; Medical School Faculty; Public Colleges; *Salaries; State Colleges; State Universities; *Teacher Employment Benefits; Teacher Salaries
IDENTIFIERS- *California State University; *University of California
Salary and fringe benefit data for faculty at California State University and the University of California are examined, with projections of the salaries required for parity with their comparison institutions for 1988-89. Average faculty salaries for each rank, from instructor through professor, are presented, as well as averages across ranks. Averages weighted by staffing are also provided, as are adjustments for turnover and promotions, the effect of law faculty (who generally have higher salaries), merit award, and net parity salary and percent. Salary schedules for 9-month and 11-month faculty are also given, with percentage differences. Conclusions include the following: both California universities improved their competitive positions over the past 5 years; and average salary increases of 3% (University of California) and 4.7% (California State University) will be required for 1988-89 to bring them to the mean of their comparison groups. Appendices comprising three-fifths of the document include information on methods of reporting and calculating data, resolutions of the legislature on faculty salaries and benefits, and related material. (KM)

ED 297 671 HE 021 648

Dinham, Sarah M.

Student Assessment in Architecture Schools.

PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Architectural Education; *Educational Assessment; Educational Quality; *Evaluation Methods; Higher Education; Models; *Outcomes of Education; Program Evaluation; Self Evaluation (Groups); *Student Evaluation; Undergraduate Study
IDENTIFIERS- *College Outcomes Assessment; University of Arizona

Definitions, issues, and concerns in efforts to document the quality and outcomes of undergraduate education are reviewed, and the University of Arizona assessment model is summarized to illustrate a comprehensive assessment plan suitable for a research university. The Arizona model is adapted to architectural education, and the special opportunities and challenges to be addressed by architectural educators who wish to document the quality and outcomes of their undergraduate programs are discussed. The Arizona model rests in the philosophical underpinnings that an undergraduate education should (1) help students acquire both general and specialized knowledge, (2) cultivate intellectual skills, (3) foster sound intellectual habits of mind, and (4) concern itself with student development. Major principles to inform the assessment design include faculty leadership, use of existing data, a multidimensional view of quality, multiple sources of information, and multiple methods of assessment. Assessment in professional schools and for schools of architecture is discussed. The field of architecture faces special challenges and opportunities in assessing the nature, quality, and effects of its programs. It must confront and solve the issues of assessment purpose, benefits, politics, method, coordination, and support facing all fields. Architecture faculty must design their own assessment thinking, strategies, and techniques due to the paucity of sources of guidance. (SM)

ED 297 756 IR 052 476

Walker, Luise E., Ed.
Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
Pacific Northwest Library Assoc., Baker, Oreg.
PUB DATE- Apr 88
NOTE- 73p.; For the 1984-85 report, see ED 269 040.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Data Analysis; Higher Education; Interlibrary Loans; Law Libraries; *Library Collections; *Library Expenditures; *Library Personnel; Library Research; *Library Services; *Library Statistics; Library Surveys; Questionnaires; Research Methodology
IDENTIFIERS- *Pacific Northwest

This report is the fifth biennial survey of statistical information on 116 Pacific Northwest academic libraries. After an introduction which explains the data collection process and identifies some possible trends in the data, data tables present information for each of the institutions surveyed according to institutional category: four-year colleges and universities, two-year colleges, and law libraries and miscellaneous. Selected variables are then analyzed under four major headings: (1) collections--total volumes held, annual growth rate, current serials holdings, volumes held per FTE (full time equivalent) student, and catalog records in machine-readable form; (2) personnel--beginning professional salaries, salary of director, professionals as a percentage of staff, and percentage of female/male directors; (3) expenditures--library materials as a percentage of the library budget, serials expenditure as a percentage of the materials budget, total budget per FTE student, and materials budget per FTE student; and (4) use--reference transactions per week, database transactions, attendance count per typical week, and interlibrary lending and borrowing. A miscellaneous table provides data on the wages of student assistants. Copies of the survey instrument and instructions are included, and an index to the responding libraries is provided. (EW)

ED 297 828 JC 880 378

Clagett, Craig A.
Associate Degree Nursing Program: Program Evaluation Report 88-4.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE- Dec 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Associate Degrees; College Graduates; Community Colleges; Employment Patterns; Enrollment Trends; *Nurses; *Nursing Education; Occupational Information; *Outcomes of Education; Program Costs; Program Evaluation; Student Characteristics; Two Year Colleges; *Two Year College Students
In 1987, a study was conducted of Maryland's Prince George's Community College's (PGCC's) associate degree in nursing program. The study investigated the enrollment patterns and academic performance of the 272 students identified as nursing majors in fall 1987; program costs; student performance indicators; program completions; licensure examination results; graduate employment patterns; employer evaluations of PGCC nursing graduates; occupational demand forecasts; and other educational suppliers. Study findings included the following: (1) 94% of the fall 1987 nursing students were female, nearly 20% were over age 35, and 42% were black; (2) nursing instruction cost $5,110 per full-time equivalent student in fall 1987, nearly 58% higher than the average for all occupational disciplines at PGCC; (3) over the last decade, 94% of the students enrolled in a nursing course passed it; (4) of the 106 nursing graduates who took the National Council Licensure Examination for registered nursing, 85% passed; (5) since 1980, 92% of the nursing graduates who responded to follow-up surveys reported employment in nursing positions; (6) a July 1987 report projected statewide employment of nurses to be over 30,700 by 1990; and (7) 27 institutions offer programs in registered nursing in Maryland. Enrollment, survey, outcomes, and cost data are appended. (AYC)

ED 297 872 PS 017 508

Woolner, Rosestelle B., Ed.
The Lipman Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipman Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
Memphis State Univ., Tenn. Dept. of Curriculum and Instruction.
PUB DATE- Jun 87
NOTE- 63p.; For individual papers, see PS 017 509-514.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Youth; Cognitive Development; Compensatory Education; Conferences; Developmental Tasks; Early Childhood Education; Educational Practices; Educational Quality; *Individual Development; Longitudinal Studies; *Preschool Education; *Program Effectiveness; Public Policy; *Public Schools; *Research Needs; Research Problems; Social Development; Sociocultural Patterns; Theories; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; Developmental Screening; Direct Instruction Model; Follow Through Services; High Scope Preschool Curriculum Study; Perry Preschool Project; Project Head Start
Speakers at the Lipman Research Institute's inaugural symposium examined research and issues related to appropriate programs for 4-year-olds. David Weikart described the Perry Preschool Project, an ongoing study begun in 1962 of 123 black youths at risk of failing, and the High/Scope Preschool Curriculum Study. Jane Stallings covered short-term and long-term effects of the Direct Instruction Follow Through model. Shirley Moore's discussion covered child/caregiver attachment during the first 12 through 18 months of life, and the development of prosocial behavior and social responsibility from the period of 2 years to 7 or 8 years. Three areas in cognitive development during preschool years were described by James Johnson, who suggested implications for teaching practice and social policy. Sally Provence presented a pediatrician's view of schooling and assessment of 4-year-olds. Concerned particularly with the interests of black youth, Evelyn Moore discussed the motivation of the movement to enter 4-year-olds in public schools and called attention to unanswered questions about public school prekindergarten. Herbert Zimiles closed the symposium by reassessing the values and goals of research and describing ways to improve the effectiveness of research in early childhood education. (RH)

ED 297 887 PS 017 531

Wilson, Addie Bates

Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.

PUB DATE- 88
NOTE- 103p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade Repetition; *Kindergarten Children; Learning Activities; *Learning Centers (Classroom); *Learning Readiness; Primary Education; *Self Concept; *Student Attitudes; *Student Development; Student Promotion

Aware that some kindergarten children are not ready for the demands of a structured program, a kindergarten teacher developed and implemented a program which made use of classroom learning centers to help kindergarten students grow in all areas of development. Special attention was given to the process of helping students: (1) develop belief in themselves and respect for others; (2) establish effective work habits; and (3) strengthen their desire to learn. The learning centers created an environment which stimulated students' learning, permitted social interaction, and contributed to security and self-confidence. Pre- and post-intervention assessments indicated that each student was able to grow emotionally, socially, physically, and intellectually as a result of planned experiences with concrete objects and interaction with peers and adults. It was concluded that the learning centers had a strong influence in motivating students to become independent learners. Students were successful in mastering skills associated with the kindergarten curriculum. They worked cooperatively and developed positive attitudes, values, and basic skills through daily exposure to learning center activities. The program is to be continued and expanded in the next school year. Related materials are appended, including student inventories and progress reports, a chart of learning centers, and sample learning center contracts. (RH)

ED 297 513 EC 210 364

Palmer, Lillian, Ed.; And Others
International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simpasio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."
International Inst. for Visually Impaired, East Lansing, Mich.
PUB DATE- 87
NOTE- 304p.
AVAILABLE FROM- Blind Children's Fund, 230 Central St., Auburndale, MA 02166-2399 ($28.00 plus $3.00 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Area Studies; Child Rearing; *Clinical Diagnosis; Cognitive Development; Deaf Blind; Developing Nations; Early Childhood Education; Foreign Countries; Handicap Identification; *Infants; Interaction; *Intervention; Language Acquisition; Multiple Disabilities; Partial Vision; Peer Relationship; Play; *Rehabilitation; Siblings; Teaching Methods; *Visual Impairments; Visual Perception; *Young Children
IDENTIFIERS- Early Intervention

This symposium focused on the special needs of visually handicapped infants and young children. Texts of 48 papers are presented, including keynote addresses by W. Aubrey Webson ("The First Steps") and Heather Hewitt ("First Steps--Parenting, Prevention and Programming"). Regional reports are provided for Japan, Bangladesh, the Middle East, the United States and Canada, Oceania, and Latin America. Other selected papers include: "Identifying Children with Visual Impairments--Parents, Nurses, Teachers May Contribute to the Assessment of Visual Functions" (Eva Lindstedt); "Problems of Using Assessment Instruments with Deaf-Blind Handicapped Infants and Young Children" (Frieda Spivack); "The Development of Reaching in Blind Children" (Ann Bigelow); "Early Interaction between Infants Born Blind and Their Parents" (Anette Ingsholt); "Visual Perception Performance of Visually Impaired Infants" (Kay Ferrell); "Pedagogical Methods and Materials Helping Severely Multihandicapped Blind Children To Develop" (Lilli Nielsen); "Sibling Parenting: Is This Part of the Answer?" (Susan Ruff); "A Correspondence Course for Parents of Preschool Visually Handicapped Children" (Ralph Peabody); "The Visually Handicapped Child: Early Intervention in Developing Countries" (Theo Paun); "Facilitating Peer Interaction of a Multihandicapped Blind Preschooler" (Susan Workman); and "Play Behavior and Language as Indicators of Cognitive Development in Young Children with Low Vision" (Sandra Parsons). (JDD)

ED 297 526 EC 210 377

McCord, Sue
The Developmental-Interaction Curriculum: An Approach to Training.
Denver Univ., CO. Dept. of Speech Pathology and Audiology.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 49p.; In: Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5; Project Summary Report, 8/20/84 to 8/19/87. Final Report; see EC 210 376.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiology; *Communication Disorders; *Course Organization; Curriculum Development; Delivery Systems; Higher Education; Parent School Relationship; Practicums; Preschool Education; *Professional Education; *Speech Pathology; *Therapists
One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders, the paper describes the academic curriculum and practicum experiences developed by the project. The report is structured around the following aspects: (1) the child, (2) the student trainee and the early childhood courses, and (3) the student trainee and both the interface with parents through the parent education practicum and the multidisciplinary staffing practicum. Coursework included: observation of normally developing children for 10 weeks of lecture and lab, preschool practicum for 2 half days with associated lecture and seminar; a self-contained language group experience with toddlers; an internship experience for 20 hours per week; and an externship for one semester. The syllabus including schedules, activities, and assignments is included. (DB)

ED 297 554 EC 210 606

Early Childhood Identification of Handicapped or "At Risk" Children. Abstract VI: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Apr 87
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 277 164.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; Early Childhood Education; Evaluation Methods; *Handicap Identification; *High Risk Persons; Longitudinal Studies; *Predictive Validity; *Screening Tests; Student Evaluation
IDENTIFIERS- *Early Identification; *Miller Assessment for Preschoolers

This one-page abstract summarizes "The Miller Assessment for Preschoolers: A Longitudinal and Predictive Study" by Lucy Miller, which examined the predictive validity of an early childhood screening instrument to identify children who have or are at risk of developing handicapping conditions. The Miller Assessment for Preschoolers (MAP) is individually administered to children from ages 2 years 9 months to 5 years 8 months. Twenty-seven items are categorized into five subtests: Foundations Index, Coordination Index, Verbal Index, Nonverbal Index, and Complex Tasks Index. The MAP was standardized using a national sample of 1,204 preschool children; 338 of those children participated in the predictive validity study 4 years later. The results of the study support the use of the MAP in classifying children as "at risk" for school problems during their preschool years. Described are the study's sampling procedures, research method, and results. (JDD)

ED 297 583 FL 017 492

Spencer, Mary L.
History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.
Guam Univ., Mangilao. Coll. of Education.
PUB DATE- Dec 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chamorro; Educational History; *Educational Planning; Elementary Secondary Education; English (Second Language); Ethnic Groups; Foreign Countries; *Instructional Materials; *Literacy; Material Development; *Native Language Instruction; *Regional Dialects; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Micronesia
A discussion of vernacular instruction and instructional materials in Micronesia, a group of Western Pacific islands north of the equator, chronicles the development and recent history of vernacular and English literacy, reports on historical and contemporary efforts to develop a written vernacular, and documents the status of oral and literacy skill development in both English and the vernacular. Problems with the skills of educational personnel who prepare vernacular instructional materials are discussed. Extensive appended materials about the Micronesian region include descriptions of its geography, political and administrative characteristics, cultural and linguistic diversity, education systems, and critical problems and unique features of education. (MSE)

ED 297 599 FL 017 529

Edwards, Barbara Hall
The Broad Nature of Intermediate EFL Writing: Difficulties and Challenges for the EFL Instructor.
PUB DATE- Feb 88
NOTE- 30p.; Paper presented at the Annual University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (8th, Tampa, FL, February 5-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; *English (Second Language); Error Patterns; Higher Education; Language Proficiency; Second Language Instruction; *Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS- T Units
A pilot study concerning the range of writing skills of intermediate students of English as a second language (ESL) is reported. The study identified the clause structures and relative low-order linguistic skills in the writing samples of 25 college students in this group. The method of evaluation of writing samples was a model of conformity to correct prose, focusing on three error types: word form, word order, and word choice. The first part of the report summarizes the goals of the original study, outlines the research design, and gives an analysis of the results. The second part includes discussion of three cases, each representing a particular kind of intermediate ESL writer, performing at high-, middle-, and low-intermediate levels. The third part summarizes the findings with respect to current pedagogical approaches and notes some implications for further research. (Author/MSE)

ED 297 629 HE 021 545

Financial Aid for Minorities: Awards Open to Students with Any Major.
Garrett Park Press, Md.
REPORT NO.- ISBN-0-912048-52-2
PUB DATE- 87
NOTE- 70p.; For related documents, see HE 021 541-546.
AVAILABLE FROM- Garrett Park Press, P. O. Box 1908, Garrett Park, MD 20896 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Demand Occupations; Eligibility; Enrollment; Ethnic Groups; *Federal Aid; Federal Programs; Fellowships; Grants; Higher Education; Hispanic Americans; *Majors (Students); *Minority Groups; Scholarships; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

This directory of financial aid sources for minority students with any major includes the following types of information: (1) a summary and description of the fields, including college enrollment statistics, the costs of higher education, definitions of types of financial aid, and financial aid offices; (2) a directory of general scholarships, fellowships, and grants programs; (3) a description of federal student financial aid programs; (4) a list of other sources of information of financial aid and colleges; and (5) a glossary of financial aid terminology. (KM)

ED 297 644 HE 021 612

Paying for College: Student Loans and Alternative Financing Mechanisms.
Eureka Project, Sacramento, CA.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Haynes Foundation.; James G. Irvine Foundation, San Francisco, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- May 88
NOTE- 30p.; Cover title varies.
AVAILABLE FROM- The Eureka Project, 428 J Street, Suite 400, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Cooperative Education; *Educational Finance; Federal Programs; Financial Services; *Financial Support; Higher Education; Income Contingent Loans; Parent Financial Contribution; Public Policy; Statewide Planning; Student Costs; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- *California; Eureka Project; Guaranteed Student Loan Program; *Paying For College

As a part of a study on financing higher education in California, information is presented on student loans and alternative methods of financing. Part 1 reviews problems caused by a heavy reliance on the federal Guaranteed Student Loan program (GSL). It discusses troubles of the GSL program; the lack of policy purpose; program costs; defaults; generic problems of student loans; and defining the role of loans. Part 2 deals with financing alternatives for higher education, comparatively analyzing proposed new ways of financing higher education that might reduce the dependence on the GSL program. It focuses on the shared burden of financing higher education; the sources of strain on parents and students; managing burdens through managing risk; incentives for financial planning to manage burdens; the importance of details; income contingent loans; prepaid tuition; college savings bonds and IRAs; public service benefit programs; and such additional alternatives as cooperative education programs, raising student earnings expectations, and parental loans tied to the need analysis system. The importance of not repeating the mistakes of the GSL program when new financing mechanisms are introduced is stressed. Lessons drawn from the GSL experience include the following: over-reliance on one financing mechanism risks distorting educational decisions and shifting the burden of cost to one party; subsidies can lead to such over-reliance and can crowd out appropriate growth in grant programs; and great harm to the effectiveness of the student financial aid system can result. Contains 16 references. Tables are included. (SM)

ED 297 685 HE 021 698

The COPA Handbook.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- Jul 88
NOTE- 144p.
AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Administrator Guides; Administrator Role; Educational Quality; Higher Education; *Institutional Evaluation; Institutional Role; Public Policy; Reference Materials
IDENTIFIERS- *Council on Postsecondary Accreditation; Site Visits

The three-part Council on Postsecondary Accreditation (COPA) handbook, an annual publication, covers an introduction to COPA, the recognition review process, and policies and guidelines. Part I includes: accreditation and the role of COPA; the COPA board; standing committees (executive committee, committee on recognition, committee on state relations, committee on professional development, nominating committee); COPA members (assembly of institutional accrediting bodies, assembly of specialized accrediting bodies, presidents policy assembly on accreditation); and the COPA staff. Part II is a guide to the COPA recognition review process which describes: general information on site visits, applications, etc.; recognition provisions and procedures; supportive procedural material; the committee on recognition; and reader-consultants and visitors. Part III contains four COPA statements: operational policies; testimonial policies; interagency guidelines; and agency guidelines. (SM)

ED 297 699 IR 012 339

Senese, Donald J.
Higher Education and Technology--The Challenge We Face in the 1980s.
PUB DATE- 5 Apr 84
NOTE- 14p.; Paper presented at Loyola University (Chicago, IL, April 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computers; Educational Research; *Educational Technology; Government Role; *Higher Education; *Individualized Instruction; *Role of Education; Scientific and Technical Information; Technological Advancement; Training
America is shifting from an industrial age to a technological age and the computer has an expanding role in our everyday lives. The key to the expansion of education over the coming decades will be the computer, which, in every kind of setting from schools to the home to the library to the community, will enhance individualized instruction. This will present challenges not only in our own country, but in the international arena as well. When faced with such challenges this nation will turn to higher education for practical solutions. In accordance with the Reagan Administration's desire to promote less federal control and more state, local, and institutional autonomy in education, there will be no massive federal aid program to provide software and/or hardware for universities, although currently funded programs--student loans and grants for innovative projects from the Fund for the Improvement of Postsecondary Education (FIPSE)--will help higher education to participate in the technology revolution. The specific contributions of higher education might be: (1) research that assists business and industry to advance the technological frontier; (2) education and training of scientific and technical manpower needed by business and industry; (3) preparation of all citizens to live in a technological society in which decisions are increasingly based on scientific and technological considerations; and (4) research on how best to use technology to advance education at all levels. The advantages of electronic learning can give greater access to education and more extensive educational opportunities, and enhance the relationship between teachers and students. A great educational system can further expand by developing a more knowledgeable population and informed worker and consumer. An expanded and better educated population can assist American productivity at home and American leadership in the world. (DJR)

ED 297 713 IR 013 417

Sekhon, J. G.; Shannon, A. G.
High Technology in Australia: Rhetoric or Reality?
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Books (010)
DESCRIPTORS- Doctoral Programs; Foreign Countries; *Global Approach; Higher Education; *Industry; *Patents; Research and Development; School Business Relationship; *Technical Education; *Technological Advancement
IDENTIFIERS- *Australia; Foreign Ownership
This paper outlines the imbalance in Australia's intellectual and high technology trade, and argues that if Australia is to move beyond being a high technology colony, a new attitude toward research and development needs to be engendered, particularly in the private sector of industry. It is noted that Australia supplies a small number of the world's patents, imports much of the high technology and technical expertise used in her industries, and has a high concentration of foreign owned manufacturing. It is suggested that one solution to this scarcity of home grown technology, which would involve closer collaboration between higher education and industry, is a scheme along the lines of the Total Technology Ph.D. program now in effect in the United Kingdom. Four tables present data on the number of patents granted in selected countries in 1980; balance of trade in technology--comparison for various countries in 1981; payments and receipts by private enterprise for technical know-how in Australia, 1976-77 and 1978-79; and foreign ownership, research intensity, and technology purchase in Australia's manufacturing industry. (15 bibliographic reference notes) (Author/EW)

ED 297 741 IR 052 413

Mncube, Stephen Sipho
Key Issues in Library and Information Science for Southern Africa: A Handbook for Library and Information Specialists.
REPORT NO.- ISBN-0-9619667-1-8
PUB DATE- 88
NOTE- 155p.
AVAILABLE FROM- African Library & Information Science Press, Box 43878, Washington, DC 20009 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Administrative Policy; Adult Education; Foreign Countries; Higher Education; *Information Needs; *Information Science; Information Transfer; Interlibrary Loans; *Library Automation; *Library Science; Referral; Refugees; Training Methods
IDENTIFIERS- *Africa (South); ERIC; Prototypes
Designed to provide a conceptual and workable framework for the development of interdisciplinary information systems in Southern Africa, this handbook focuses on Southern Africa's information needs and addresses the problems between theory and practice in information transfer and utilization. The handbook is divided into two major parts. The four sections in the first part deal with library and information science in higher education in the area, including the need for reserve sections in university libraries to adopt the learning resource concept; strategies for developing an automated university library system; policy and procedures for establishing an interlibrary loan system; and the need to establish a consortium for sharing information on research done in Southern Africa. The five sections in the second part examine vital areas of information needs, including information and referral services in agencies serving adults; the dynamics of information processing and packaging for the area; education and training strategies to contain and manage the impact of refugees; developing a prototype information resource for a Southern African Center for Appropriate Technology; and how to conduct a seminar to educate professionals in information sharing. Selected bibliographic references on the topics discussed are provided for each section. A glossary of computer and information science terms and several exhibits of related materials are attached. (CGD)

ED 297 771 IR 052 492

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
Essen Univ. (West Germany). Library.
REPORT NO.- ISBN-3-922602-10-X
PUB DATE- 87
NOTE- 322p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Bibliographic Utilities; Developed Nations; Foreign Countries; *Information Retrieval; *Information Technology; *International Cooperation; Library Automation; *Library Cooperation; *Online Systems; Optical Data Disks

This symposium explored the effects of computers and modern technologies on library automation and cooperation. The following presentations are included in this collection: (1) "Economic Squeeze and Technological Challenge--Swedish Library Automation, 1987-90" (Svante Hallgren); (2) "A European Bibliographic Database Centre" (Bernard Gallivan); (3) "University Faculty Use of Computers and Bibliographic Searching" (Andrew G. Torok); (4) "OSI-Application Protocols" (Liv A. Holm); (5) "The U.S. National Standard Command Language for Online Interactive Information Retrieval: A Status Report" (Charles R. Hildreth); (6) "Problems, Issues, and Prospects in the International Electronic Exchange of Alpha-Numeric, Pictorial, and Graphic Educational Information Resources" (H. J. Abraham Goodman and Oldrich Standera); (7) "Test Run of a Network of Library and Information Systems" (Katarzyna de Brisis); (8) "Interactive Display of Text and Graphics on an IBM PC" (Thomas B. Hickey and John C. Handley); (9) "CD-ROM and Public Access Catalogues: Uses, Advantages, Problems" (Charles R. Hildreth); (10) "Optical Disc Pilot Program at the Library of Congress" (Joseph W. Price); (11) "The Potential of the Interactive Videodisc for International Cooperation as Documented by Project Emperor-I" (Ching-chih Chen); (12) "ALIS--The Online Public Access Union Catalogue and Document Ordering System of the Scandinavian Central Libraries of Technology" (Bent Barnholdt); (13) "Current and Future Forms of Information Retrieval as Provided by University Microfilms International" (Susan Orchard); and (14) "Linking Supra-Local Demands with Local Demands in the Individual Library's EDP Planning" (Hans-Albrecht Koch). The papers are supplemented by figures and photographs, and many contain either bibliographic references or bibliographies. Three additional papers were presented: "Distributing Data on Micros: Floppies, CD-ROMS and/or Online" (Kate Bivens Noerr and Peter Noerr); "CD-ROM and Electronic Publishing" (Ulrich Schwerhoff); and "VISCOUNT: An Electronic Network for Interlibrary Loans" (Peter Smith). (EW)

ED 297 801 JC 880 345

Banks, Debra; Railsback, Gary
A Pilot Study on Needs in the Sciences in Community Colleges.
Center for the Study of Community Colleges, Los Angeles, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Aug 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Mathematics; Community Colleges; Educational Assessment; Educational Facilities; Educational Trends; *Engineering Education; Equipment; *Mathematics Education; National Surveys; *Science Education; Science Teachers; Teacher Employment; *Technical Education; Two Year Colleges
In 1988, a national survey was conducted by the Center for the Study of Community Colleges to assess the needs of two-year colleges for faculty, equipment, and facilities for science, social science, mathematics, engineering, and science-based technology programs, and to identify innovative programs for recruiting students into these programs. Telephone interviews were conducted with a faculty member or administrator from a representative sample of 91 community colleges. Study findings included the following: (1) the colleges had an average of 7 full-time and 12 part-time mathematics faculty members, 5 full-time and 4 part-time physical science faculty members, and 9 full-time and 12 part-time social science faculty members; (2) 40% of the colleges had hired new full-time faculty in math, engineering, and technology within the past 2 years; (3) over 50% of the respondents indicated that compared to part-time faculty, full-time faculty were more experienced in teaching, more committed to the institution, in some cases had stronger credentials, and devoted more time to courses and students; and (4) 30% of the respondents felt that their division had better equipment than other divisions on campus, though small and medium-sized campuses rated their own equipment and facilities more highly than did the large campuses. Based on study findings, it was concluded that if enrollment trends continue and state and local budgets remain at their current level or increase, almost 2,000 additional full-time science, mathematics, and engineering/technology faculty will be employed in the next 5 years. (EJV)

ED 297 815 JC 880 360

Macomb Community College Recruitment Plan, 1987-1988.
Macomb County Community Coll., Warren, Mich.
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Programs/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Institutional Advancement; Organizational Objectives; *Student Recruitment; Two Year Colleges

Michigan's Macomb Community College's (MCC's) student recruitment plan outlines specific activities, timelines, and budgets to meet the institution's goals for college advancement and the instructional divisions' and service departments' goals and objectives for student recruitment. Section I offers a summary of MCC's market segmentation approach to recruitment, highlighting strategies for reaching high school students (e.g., enlarging the percentage of youth perceiving themselves as college bound; using personal interaction, high school visitations, and role models; and utilizing print media with more visual impact and less print copy); community adults (e.g., establishing a process that relates continuing education courses to degree credit courses; concentrating messages on career benefits, low cost, and financial aid; and targeting adult education graduates, returning homemakers, and other specific groups); and business and industry (e.g., integrating recruitment with existing relationships, promoting the value of associate degrees to employers, and investigating the use of a training warranty). After section II discusses the philosophy and mission of MCC, section III presents the results of an environmental scan of national, state, and county trends, a definition and theory of recruitment, and a look at competitive practices. Section IV examines MCC's recruitment structure and staffing, current activities and resources, and enrollment patterns. In section V, recruitment goals and objectives are set forth for the college as a whole and for each division. Section VI presents an action plan, including strategies for each targeted group, timelines, and an expenditure plan. Section VII considers evaluation criteria, measures, and methods. A 30-item bibliography, student profiles, a list of previous recruitment activities, a publications log, and a promotional model are included. (EJV)

ED 297 857 PS 017 485

A Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
Evansville-Vanderburgh School Corp., Ind.
PUB DATE- 88
NOTE- 168p.
AVAILABLE FROM- Evansville-Vanderburgh School Corporation, 1 S. E. Ninth St., Evansville, IN 47708 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Elementary School Students; Junior High Schools; *Junior High School Students; *Kindergarten; Longitudinal Studies; News Reporting; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Time Factors (Learning)
IDENTIFIERS- *Full Day Programs; Half Day Programs; Indiana (Evansville); News Stories

Indiana's Evansville-Vanderburgh School Corporation began full-day, everyday kindergarten in four schools in the 1978-1979 school year. In 1980, an evaluation of the effectiveness of the first two years of full-day kindergarten was published. A longitudinal study of the effectiveness of full-day kindergarten, including information concerning grades one through four, was issued in 1983. This report summarizes the earlier two studies, adds information about grades five through eight, and ties together the various strands and grade-level results to determine the consequences of full-day kindergarten. The purpose of the study was to determine whether the students who completed full-day, everyday kindergarten in 1979 or 1980 obtained long-term benefits. These students were compared with students in half-day programs. Data were collected from standardized tests, report cards, school records, questionnaires, and interviews. Included in the report are approximately 20 pages of copies of newspaper articles concerning implementation of full-day kindergarten in Evansville. Articles reveal the high degree of interest in starting the full-day program. Concerns focus on student achievement, parent and teacher acceptance, attitudes, self-concept, attendance, participation in school activities, burnout, and content of the school day. (RH)

ED 297 500 EC 210 351

Commonly Asked Questions: Communication Techniques and Aids. Revised.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 87
NOTE- 6p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (single copy free, $0.60 each additional copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Assistive Devices (for Disabled); Communication (Thought Transfer); *Communication Aids (for Disabled); *Communication Disorders; Computer Terminals; Evaluation; Input Output Devices; *Interaction; Keyboarding (Data Entry); Microcomputers; *Physical Disabilities; Selection; Typewriting; *Written Language
IDENTIFIERS- *Augmentative Communication Systems; *Conversation

Severely physically disabled children may need special communication techniques or aids to help them in conversation/interaction and writing. An individual with speech problems may need an augmentative communication system, and selection of the right system, whether non-electronic or electronic, can be a complex process. To assist in the task of writing, many communication aids are available, such as portable typewriters, portable memo writers, portable computers, and stationary computers. Input devices used with many electronic communication aids can be modified to meet individual needs. A key factor in selecting a conversation or writing system is finding the technique that will allow a given individual to communicate as rapidly as possible. A list of information sources and evaluation services is included. (JDD)

ED 297 567 FL 016 120

Guthrie, Larry F.; Fisher, Charles W.
Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SBIF-83-R.13.1
PUB DATE- Aug 83
NOTE- 74p.; For related documents, see FL 016 113-119.
CONTRACT- 400-80-0026
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Asian Americans; *Bilingual Education; Classroom Communication; *Classroom Environment; Cubans; Educational Assessment; Educational Environment; English (Second Language); Ethnic Groups; Hispanic Americans; *Language of Instruction; *Limited English Speaking; Mexican Americans; Program Evaluation; Puerto Ricans; Scheduling; Student Characteristics; *Student Participation; *Teacher Characteristics; Teaching Styles; Trend Analysis; Vietnamese People
IDENTIFIERS- Chinese People; Navajo (Nation)
The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. This report describes a two-year substudy tracing the experience of 85 LEP students from five nationally distributed sites representing varied ethnolinguistic groups (Mexican, Puerto Rican, Cuban, Chinese, and Navajo). The study examined two broad aspects of the students' experience: (1) the classroom context and instructional processes as they related to student performance, and (2) variation in the students' engagement and/or participation with the characteristics of the classrooms to which they were assigned. Data are analyzed here for the overall group and for each site, and results are compared for four student subgroups divided according to the amount of native language use in basic skills instruction. (MSE)

ED 297 787 JC 880 290

Bodino, Angela Adamides
Using Writing To Integrate the Curriculum: The Constructs at the Core.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Community Colleges; *Content Area Writing; Curriculum Development; Instructional Development; Interdisciplinary Approach; Language Acquisition; Language Processing; *Learning Processes; *Learning Theories; Two Year Colleges; Writing (Composition); *Writing Processes
IDENTIFIERS- *Constructivism
An argument is put forth for restructuring the community college curriculum around recurring constructs common to all disciplines. First, introductory comments review various perceptions of essential learning, offering support for the position of constructivists and proponents of writing across the curriculum that learning is an activity and a process, rather than a body of knowledge. Next, the role of writing in the learning process is discussed, suggesting that writing assignments in any course require students to make connections and construct meaning. After summarizing the constructivist view of learning and language acquisition and applying it to academic learning, the paper identifies two constructs that are common to all disciplines: perceiving differences and dividing, and perceiving similarities and connecting. Next, the relationship between writing and other constructs of thinking is examined, using examples provided by faculty attending a series of interdisciplinary writing seminars at Raritan Valley Community College. Additional examples of organizing perception and experience into coherent constructs through metaphor are provided, followed by a discussion of the implications of a constructivist approach for curricular change. (EJV)

ED 297 843 PS 016 788

Brumberger, L. Sheldon; Wynn, Ruth L.
Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
PUB DATE- May 87
NOTE- 11p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; *Cognitive Development; Comparative Analysis; *Comprehension; *Developmental Stages; Developmental Tasks; *Divorce; *Family Structure
IDENTIFIERS- *Noncustodial Parents; Piagetian Tasks
A total of 100 children from divorced and separated families were compared with 100 children from intact families in this investigation of ways in which children handle the concepts of family membership and relationships. Children were given two social and two physical tasks: a family identity task; Piaget's interview for determining the definition of a family; standardized questions about the judgment of right and left relations; and conservation problems involving the transformation of clay balls. Grouped by age, subjects were between 3 and 12 years old. Findings indicated that cognitive development was unaffected by family dissolution. Consistent with Piagetian theory, age was statistically significant at the .0001 level for each task. No other differences were found. Over half the children in the two youngest age groups did not include their noncustodial fathers as members of their families. Mid-level children grounded their inclusion or exclusion of noncustodial parents in those parents' intentions to continue or not continue being a parent. Children between 9 and 12 maintained the constancy of identity of family members and included noncustodial fathers as family members. Stage increases in family tasks were accompanied by stage increases in physical tasks. It is concluded that a Piagetian approach to understanding family concepts may clarify some difficulties children have in understanding divorce and separation. (RH)

ED 297 541 EC 210 392

Wilcox, Barbara; And Others

Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.

Nat Jackson and Associates, Olympia, WA.; Oregon Univ., Eugene.; Washington Office of the State Superintendent of Public Instruction, Olympia.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jul 87

NOTE- 81p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Achievement; Check Lists; Classroom Environment; *Delivery Systems; Demonstration Programs; High Schools; Individualized Education Programs; Mainstreaming; *Moderate Mental Retardation; Normalization (Handicapped); Principals; Program Development; *Program Effectiveness; Program Evaluation; *School Effectiveness; *Severe Disabilities; Vocational Rehabilitation

The text provides information to secondary school principals to assist them in designing and maintaining effective educational programs for severely handicapped high school students, including those who are labeled moderately or severely retarded, multiply handicapped, or autistic. A model of effective program characteristics is followed by a review of indicators of effective schools and their implications for programs serving students with severe handicaps. A classroom observation checklist provides a basis for formulating program or classroom goals in the following areas: individualized education programs (IEPs), staff and student scheduling, data collection on student performance, age appropriateness of classroom environment, instructional methods in school and community settings, student work placements, peer tutors, transition planning, and amount of instructional time. Succeeding sections offer a list of practical administrative decisions which can improve the school environment for severely disabled students, as well as a comprehensive list of critical accomplishments for use in generating professional development goals in such areas as management of classroom tasks and resources, supported employment, and integration of students in school and community. Finally, answers to common questions about the implementation of an integrated community-based program model are followed by reprints of selected articles and a brief bibliography. (JW)

ED 297 600 FL 017 530

de Somer, Gail

The Relationship between Maternal Speech and Child Language Development: An Annotated Bibliography.

PUB DATE- Apr 88
NOTE- 48p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; *Child Language; *Language Acquisition; *Mothers; *Parent Influence; Reference Materials; Toddlers; *Verbal Communication
IDENTIFIERS- *Caretaker Speech

The bibliography contains over 50 annotated citations of research on the nature of maternal speech and its effects on child language development. It is limited to studies focusing on verbal features of mothers' speech to normal one-to-four-year-olds learning English. The first section is devoted to literature describing characteristics specific to maternal speech, variations found within maternal speech, and explanations for maternal speech. The second part cites studies of the features of maternal speech that assist in language acquisition, correlational studies, and criticisms of these studies. The studies are briefly reviewed in a summary section, and an unannotated bibliography is appended. (MSE)

ED 297 615 HE 021 026

Nyquist, Jody D.
CIDR: A Small Service Firm within a Research University.
Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- 86

NOTE- 26p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; *Consultation Programs; Departments; *Faculty Development; Graduate Students; Higher Education; *Instructional Improvement; Research and Development Centers; Research Universities; Teacher Effectiveness; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of Washington

A small service firm approach to assist instructors and departments improve the quality of instruction at the University of Washington is discussed. Attention is directed to basic assumptions underlying the instructional development program at the University's Center for Instructional Development and Research (CIDR). One assumption is that an effective instructional faculty and development program must reflect the culture and values of the institution. A second assumption about the instructional and faculty development program is that it should be applied to the problems that faculty encounter in their daily teaching lives. A discipline-specific philosophy is followed to assist departments in their efforts. CIDR analyzes instructional needs, provides alternatives, assists with implementation strategies, and assesses results. Viewing CIDR as a small service firm led to the following ideas about its functions: to meet the needs of clients, to provide quality encounters between CIDR staff and instructors, to establish high visibility, and to monitor client satisfaction. (SW)

ED 297 630 HE 021 546

Financial Aid for Minorities in Journalism/Mass Communications.
Garrett Park Press, Md.
REPORT NO.- ISBN-0-912048-56-5
PUB DATE- 88
NOTE- 51p.; For related documents, see HE 021 541-545.
AVAILABLE FROM- Garrett Park Press, P. O. Box 1908, Garrett Park, MD 20896 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Demand Occupations; Eligibility; Enrollment; Ethnic Groups; Fellowships; Grants; Higher Education; Hispanic Americans; Journalism; *Journalism Education; Majors (Students; *Mass Media; *Minority Groups; Scholarships; *Student Financial Aid; Student Loan Programs
This directory of financial aid sources for minority students majoring in journalism or mass communications includes the following types of information: (1) summary and description of the fields, including college enrollment statistics, demand for graduates, including starting salaries, and definitions of the fields and specialty areas; (2) directory of financial aid programs that assist minority group students with scholarships, fellowships, loans or other financial aid; each directory entry provides the name and address of the organization and a brief description of the type of aid provided and any special restrictions or requirements; (3) a list of associations and other organizations in these fields offering additional assistance to students; and (4) a list of books and other resources. A subject index is also provided. (KM)

ED 297 658 HE 021 626

Standardized Tests Used for Higher Education Admission and Placement in California during 1987. The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 88-14.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Mar 88
NOTE- 118p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advanced Placement; Aptitude Tests; Asian Americans; Black Students; Business Administration Education; *College Admission; *College Entrance Examinations; English (Second Language); Ethnic Groups; Graduate Study; Higher Education; Hispanic Americans; Language Skills; Legal Education (Professions); Mathematics Skills; Medical Education; Norm Referenced Tests; Scores; Sex Differences; *Standardized Tests; *State Legislation; *Student Placement; Test Norms; Undergraduate Study
IDENTIFIERS- *California

Brief summaries are provided for each of the standardized tests used in California for college admissions and placement, in accordance with the law requiring the filing of financial disclosure and test materials and data for any tests administered to as many as 3,000 persons in the State. The summaries provide narrative and tabulated data concerning the number of persons (by sex and ethnic group, in most cases) having taken the test, the subjects covered by the test, and mean scores. Part 1 describes five tests for undergraduate colleges: the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test; the Scholastic Aptitude Test and College Board Achievement Tests; the American College Test; the Test of English as a Foreign Language; and the Advanced Placement Examinations. Part 2 describes four tests for graduate and professional schools: the Graduate Record Examinations; the Graduate Management Admission Test; the Law School Admission Test; and the Medical College Admission Test. Appended are the California Senate bill requiring disclosure, and the financial disclosure data and additional information provided by the test sponsors which comprise 70% of the document. The document contains 38 references. (KM)

ED 297 672 HE 021 649

Newman, James F.
An Examination of the Perceptions of Academic Freedom of Dowling College Faculty Members and Administrators in General. The Emergence of Higher Education in America.
PUB DATE- Jun 86
NOTE- 105p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Freedom; Administrative Policy; *Administrator Attitudes; *Educational Environment; Educational Philosophy; *Faculty College Relationship; Governance; Higher Education; Intellectual Freedom; Questionnaires; Student Rights; Teacher Attitudes; Teacher Rights; Teacher Role; Tenure
IDENTIFIERS- *Dowling College NY
A questionnaire survey was conducted to examine academic freedom as perceived by faculty members at Dowling College (New York) and by administrators in general. Topics covered in this study include: elements of academic freedom, the faculty and academic freedom, relationship of the Board of Trustees to the faculty, relationship of the administration to the faculty, election of officers, standard setting, appointment procedures, tenure, relationship of faculty members with colleagues, relationship of faculty members with students, extramural activities, external pressures, governance, right to strike, and other areas. Recommendations include the following: establishing a Joint Committee on Faculty Rights and Responsibilities; establishing a committee of Board members, administrators, and faculty to examine the relationship of the board and administration to the faculty; reaching an agreement about the responsibility for directing the college's educational policies; reaching an agreement regarding the responsibility for faculty status; discussing the granting or non-granting of tenure; re-examining and clarifying institutional governance procedures; avoiding strikes at all costs; and recognizing and defending the academic freedom of students. An appendix provides the academic freedom questionnaire. Contains 55 references. Tables are included. (SM)

ED 297 686 HE 021 699

A Guide to COPA Recognized Accrediting Bodies. 1986-1988.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- 88
NOTE- 235p.; Biennial installment of updated information concerning members of COPA.
AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 ($10.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; *Educational Quality; Higher Education; *Institutional Evaluation; National Surveys; Quality Control
IDENTIFIERS- Council on Postsecondary Accreditation

Basic information about each of 50 accrediting bodies that have been evaluated by the Council on Postsecondary Accreditation (COPA) and recognized as meeting acceptable levels of quality and performance is provided. Information was supplied by the individual accrediting bodies, who were asked to update and verify the accuracy of information from the 1984-1986 guide. The introduction looks at the following: the accrediting process; procedures in accreditation; COPA's role in accreditation; and the organization of COPA. A COPA organization chart is included. The three major sections focus on: national institutional accrediting bodies (such as American Association of Bible Colleges and National Home Study Council); regional institutional accrediting bodies (such as Middle States Association of Colleges and Schools and Northwest Association of Schools and Colleges); and specialized accrediting bodies (such as Society of American Foresters and the American Dietetic Association). Facts in each entry include such items as structure, recognition classifications, procedures; and fees of the organizations. (SM)

ED 297 728 IR 051 794

Moore-Smith, Mary
Addendum to Richard D. Altick's Chapter Six on Libraries in "The Art of Literary Research."
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Archives; *Black History; *Black Literature; *Blacks; Institutions; *Library Collections; Public Libraries; Research Libraries; Resource Materials; United States History
IDENTIFIERS- Private Libraries
This addendum is designed to compensate for Altick's omission of materials by or about black writers in "The Art of Literary Research" and to identify some of the most outstanding public, university, and private library holdings in the United States on American blacks, as well as major Afro-American collections. Major public library holdings include the Schomburg Center for Research in Black Culture and special collections of the New York Public Library of the Performing Arts and the Library of Congress, as well as a number of collections held by other public libraries, state historical societies, and archives. Although the largest and most extensive university collection on American blacks is held by the Moorland-Spingarn Research Center at Howard University, other important holdings are located at Fisk University, the Trevor-Arnett Library at Atlanta University, Yale University Library, the Amistad Research Center archives at Dillard University, the Morris A. Soper Library of Morgan State College, and Tuskegee Institute; several other American universities also hold significant collections. Finally, many valuable collections are held in the private libraries of families and friends of the writers; some private collections have evolved into institutions themselves. A listing of major libraries that maintain collections of noted Afro-American figures includes the names and addresses of 16 institutions. (KM)

ED 297 757 IR 052 477

Pearson, Larry
Managing Alaska's Information Systems: A Participant-Observer Study.
PUB DATE- 2 Jun 88
NOTE- 47p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, LA, June 2, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delphi Technique; *Information Systems; Information Technology; *Models; *Policy Formation; Public Policy; *State Agencies; State Legislation; State Surveys; *Telecommunications; *User Needs (Information)
IDENTIFIERS- *Alaska
This paper describes Alaska's state-managed telecommunications system, and details state efforts to increase the value of the state's information system to users within state government and in the private sector. The results of two studies conducted in 1986 at the request of the State Legislature are discussed, i.e., a statewide survey of Alaskan households and a Delphi study of legislators and telecommunications experts. The passage of a bill in 1987 to create a cabinet-level Telecommunications Information Council is noted, and efforts by the council to create information plans for state government are considered. Five information systems models are then examined in light of Alaska's experience, and it is concluded that such models should be adjusted to take into account the important role of technology managers in the communications process. Four figures and a number of footnotes are provided. (29 references) (Author/EW)

ED 297 829 JC 880 380

Carraway, Cassandra Todd
A Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.
PUB DATE- Aug 88
NOTE- 147p.; Ed. D. Dissertation, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Administrative Policy; Community Colleges; *Counseling Services; *Disease Control; Health Activities; *Health Education; School Policy; State Surveys; Two Year Colleges
IDENTIFIERS- *California
A study was conducted to determine the current Acquired Immune Deficiency Syndrome (AIDS) policies, educational programs, and services for students, faculty, and staff in the 106 California community colleges; to predict the impact AIDS education and related services are likely to have on the colleges; to recommend appropriate action for the Los Angeles Community College District; and to develop an AIDS resource guide. Questionnaires were sent to the health services coordinator or director of institutional research and planning at all California community colleges. Study findings, based on a 100% response rate, included the following: (1) 32% of the colleges had received AIDS guidelines from the American College Health Association and had discussed them with faculty and staff; (2) 26% had developed AIDS policies and guidelines; (3) 64% offered referral services, 52% had an AIDS resource center, 34% had a telephone information service, 51% offered individual consultations, 9% offered training for campus leaders, 42% engaged in outreach, and 66% conducted special campus events; (4) although all colleges perceived a need to offer AIDS education for the campus community, only 50% of the colleges had offered AIDS seminars/workshops for faculty and staff, 28% provided counseling geared specifically to at-risk groups, and 12% had adjusted counseling services; and (5) while only 19 colleges offered screening and testing for AIDS on campus, 75% provided referrals to medical centers. An extensive literature review, a 69-item bibliography, a guide to information and organizational resources, and the survey instrument are included. (EJV)

ED 297 873 PS 017 509

Weikart, David P.
Research and Related Issues: Interactive Instructional Model.
PUB DATE- Jun 87
NOTE- 6p.; In: The Lipsan Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Curriculum Evaluation; Early Childhood Education; Educational Quality; Longitudinal Studies; *Preschool Curriculum; *Preschool Education; *Program Effectiveness
IDENTIFIERS- High Scope Preschool Curriculum Study; Perry Preschool Project

This presentation reports outcomes of the Perry Preschool Project (PPP) and the High/Scope Preschool Curriculum Study (H/SPCS). The PPP is an ongoing study that in 1962 began to follow 123 black youths who were at risk of failing in school. The study explored the long-term effects on the youth of participation versus nonparticipation in a program of high quality early childhood education, the High/Scope Curriculum. Information about these youngsters on hundreds of variables was collected and examined annually when they were 3 to 11 years old, and again when they were 14, 15, 19, and 28. The H/SPCS was a study that began in 1967 and involved 3- and 4-year-old children at risk of failing. For purposes of comparison, children were assigned to one of three theoretically distinct curriculum models that differed regarding the degree of initiative expected of child and teacher: the Distar programmed learning approach, the High/Scope Curriculum open framework approach, and a nursery school's child-centered approach. Longitudinal data on 54 participants in their 15th year suggested that curriculums do have social consequences for students. For example, a highly significant rate of juvenile delinquency was reported by the Distar group in contrast to the other two groups. It is concluded that effective programs of high quality offer methods that work, but will not by themselves solve social problems. (RH)

ED 297 888 PS 017 534

White, C. Stephen; Alexander, Patricia A.
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
PUB DATE- Apr 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Basic Vocabulary; Cognitive Ability; *Ethnicity; Problem Solving; *Sex Differences; *Socioeconomic Status; *Young Children
IDENTIFIERS- *Analogical Reasoning

This study examined the influence of age, vocabulary knowledge, gender, ethnicity, and socioeconomic status (SES) on the geometric analogy performance of 4- to 6-year-olds. Subjects were 108 children between the ages of 48 and 83 months. Information on the age, ethnicity, and socioeconomic status of each subject was obtained prior to data collection. For the determination of vocabulary knowledge, Forms L and M of the Peabody Picture Vocabulary Test were administered. The Test of Analogical Reasoning in Children (TARC) was employed as a measure of analogical reasoning performance. Results indicated that there was no significant effect for age on analogical reasoning performance, and that age accounted for very little of the variance in TARC performance. Vocabulary knowledge had a significant effect on children's analogical reasoning performance and was the only categorical variable to contribute significantly to total variance. There were no significant gender differences and gender accounted for the least amount of variance on TARC performance. A significant effect for ethnicity on analogy performance was found; however, ethnicity did not contribute significantly to the regression equation. There was also a significant effect for SES on analogy performance and SES did not contribute significantly to the regression equation. (Author/RH)

ED 297 527 EC 210 378

Ingaundson, Kate; McCord, Sue
The Mainstreamed Laboratory Preschool: A Training Site.
Denver Univ., CO. Dept. of Speech Pathology and Audiology.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 27p.; In: Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5; Project Summary Report, 8/20/84 to 8/19/87. Final Report; see EC 210 376.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Audiology; *Communication Disorders; *Course Organization; Delivery Systems; Higher Education; Interviews; *Mainstreaming; Opinions; Parent School Relationship; *Preschool Education; *Professional Education; Speech Pathology; Therapists
One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders, the paper provides a review of mainstreaming and an indepth view of its application at one center in Colorado serving young children with communication disorders. A brief review of the literature on mainstreaming precedes the description of the laboratory school program. Results of interviewing four preschool staff members regarding their perspective on mainstreaming indicated such benefits as observational learning by the handicapped child, improved self esteem for the handicapped child, improved speech/language development, improved cognitive development, more real world experience, and better parent training and support. Disadvantages of mainstreaming identified by interviewees included rejection of the special child by normal children and difficulty keeping up with the rapid pace in the mainstreamed setting. The importance of educator training for effective mainstreaming was stressed by all interviewees. Worksheets for program evaluation by teachers and directors are appended. (DB)

ED 297 555 EC 210 607

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Apr 87
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 278 208.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Standards; *Basic Skills; Communication Skills; Comparative Analysis; *Employer Attitudes; Graduation; High Schools; *Job Skills; *Learning Disabilities; Mathematics Skills; *Minimum Competency Testing; Reading Skills; State Standards; State Surveys; Writing Skills
IDENTIFIERS- *Florida; Florida State Student Assessment Test

Bob Algozzine et al. studied Florida's minimum competency testing as a requirement for high school graduation and wrote a report titled "Analysis of Basic Skill Competencies of Learning Disabled Adolescents," from which this one-page summary was prepared. The study sample included 938 regular class students and 1,098 learning-disabled students, all in 10th grade. Their performance scores on item clusters on the State Student Assessment Test II were analyzed and compared, and results showed that learning-disabled students demonstrated competence on fewer communications and mathematics skills than their regular class peers. In addition, an employer survey was administered to 279 corporation personnel managers. Ninety-two percent of employers indicated that reading, writing, and solving number problems, in that order, were important in the jobs available for high-school graduates. The study's teaching implications support continued reliance on basic skill instruction and development of instructional goals for more complex skills deemed useful by employers. For policymakers, continued emphasis on programming to narrow the gap between the demonstrated skills of learning-disabled students and their regular class peers is recommended. (JDD)

ED 297 584 FL 017 493

Spencer, Mary L.; Langmoir, Patrick
Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.
Guam Univ., Mangilao. Coll. of Education.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the National Conference of the National Association for Asian and Pacific American Education (Honolulu, HI, April 1987). Table 1 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chamorro; Classroom Techniques; *Curriculum Design; Difficulty Level; *English (Second Language); Foreign Countries; Program Evaluation; Program Implementation; Readability; *Reading Instruction; *Reading Materials; Textbook Bias; *Textbook Content; Uncommonly Taught Languages
IDENTIFIERS- Micronesia; *South Pacific Commission
The South Pacific Commission's English reading curriculum, designed to accompany and reinforce the Tate English oral skills series, is critiqued in terms of curriculum design and implementation in schools in the Micronesian region. The construction and emphases of the classroom and teacher materials are described, and an analysis is given of the texts' readability, complexity, content, and layout in comparison with those of a major basal reading series used in the United States. Deviations from the publisher's recommendations for textbook use and the instructional impact of these changes are severe. Substantial problems are also found in the design of the materials and in their recommended application in the overall language program. Suggestions are made for overall reorganization of the English reading program, improved and more accessible teacher preparation in the use of the required program and general language teaching methodology, and increased regional attention to the effectiveness of the English reading program. (MSE)

ED 297 645 HE 021 613

Corley, Sherie P.
The Legal Rights of Tenured and Part-Time Faculty Members in Higher Education.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrative Policy; *College Faculty; Compensation (Remuneration); *Court Litigation; Due Process; *Equal Opportunities (Jobs); Equal Protection; Faculty College Relationship; Fringe Benefits; Full Time Faculty; Higher Education; *Part Time Faculty; Status; *Tenured Faculty

A review of faculty-related court decisions in the areas of status, compensation, and unit determination points out legal rights of part-time and full-time faculty in higher education. These rights have been tested and defined by many court cases. Litigation has occurred about the difference between part-time and full-time faculty. In regard to status, basic to the property contract rights of faculty is the classification of employee position. It is estimated that about 85% of part-time faculty are not eligible for tenure. The due process granted an employee may be accrued as a matter of law, policy, common practice, and/or acquiescence. Persons contemplating part-time employment should consider rights to security, type of work offered, and administrative responsibility for monitoring part-time employment. Different standards of compensation for part-timers are tolerated as long as there is a justification of differential treatment. Unit determination involves a decision about whether or not a group should be included in a collective bargaining unit. The actions of various states have led to a tightening of definitions. Efforts to include part-timers have been most successful at the community college level. Part-time faculty are often treated differently by administrators who do not want to incorporate the part-timers in tenured faculty negotiations. A review of related court cases suggests an improvement in the quality of educational codes and statuses so the relationship between the institution and its employees is more clearly understood. Contains 30 references. (SM)

ED 297 700 IR 012 463

Gilbert, Steven W.; Green, Kenneth C.
New Computing in Higher Education.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; *Computer Assisted Instruction; Computers; Computer Software; Cost Effectiveness; Equal Education; *Higher Education; *Program Implementation; Research Tools; *School Business Relationship; Standards; Word Processing

With the advent of the computer revolution, major changes are underway in the ways campuses deal with computing and computers. One change is the gathering momentum of faculty members and administrators to become computer users. Another is the vast amount of individual and institutional effort invested in plans for integrating computing into the curriculum. Implementation issues that have presented problems for many institutions unwilling to learn from the experience of others are concerned with specific computer usage, faculty training, appropriate software, maintenance of equipment, cost effectiveness, and the actual process of integration. Today's campus leaders need to look at general classes of computing applications, such as their use for academic research, their role in instruction, and their ability to enhance productivity for faculty, staff, and students, and to integrate computing into the curriculum in ways that recognize all three of these dimensions and their interdependence. Although other issues such as computer equity, standardization, and industry support of campus development activities need to be addressed, it would be unwise for colleges to wait around for "ultimate answers." They would be better off pursuing an alternative that puts in place now broadly useful, affordable machines chosen for their ability to do identified work. Both campuses and the information-technology industry share the common goal of expanding the use of computing technology. To do this, all parties should acknowledge the cultural gap between academe and industry and listen to each other. (DJR)

ED 297 714 IR 013 418

Indiana Consortium for Computer and High Technology Education, Annual Report s , June 30, 1984-June 30, 1987.
Indiana State Dept. of Education, Indianapolis. Indiana Consortium for Computer and High Technology.
PUB DATE- 87
NOTE- 113p.; Portions contain small print. For the consortium plan for 1987-1989, see IR 013 419.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clearinghouses; *Computer Literacy; *Consortia; Education Service Centers; Elementary Secondary Education; *Inservice Teacher Education; *State Aid; *State Programs; Statewide Planning
IDENTIFIERS- *Indiana

These four annual reports detail Indiana's efforts to enhance computer literacy for teachers and assist in computer instruction in the schools. The consortium was given the responsibility by 1983 legislation to establish regional clearinghouses for computer instruction information, coordinate teacher training in computer instruction skills, and advise the State Board of Education on the administration of the school technology advancement account. Legislation in 1985 added the responsibility of coordinating programs to demonstrate to school corporation personnel the use of computers as instructional tools. Activities undertaken to fulfill these responsibilities are detailed, and information is provided on the funding of specific programs. Charts, graphs, and illustrations are included in the individual reports. (EW)

ED 297 742 IR 052 414

Lyons, William; Phillips, Linda
Library Survey Summary, University of Tennessee, Knoxville.
Tennessee Univ., Knoxville. Univ. Libraries.
PUB DATE- Nov 87
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College Libraries; Delivery Systems; Higher Education; Information Sources; Librarians; Library Collections; Library Facilities; Library Planning; *Library Research; *Library Services; *Opinions; Questionnaires; Surveys; Teacher Attitudes; *Teaching Assistants
IDENTIFIERS- *University of Tennessee Knoxville
A comprehensive survey of the faculty members and graduate teaching assistants at the University of Tennessee, Knoxville (UTK), was conducted in April 1987 with a response rate of over 75% (N=1,275). The purpose of the questionnaire--a product of discussions with the Faculty Senate Library Committee and library and campus administrators--was to elicit the opinions of the respondents on the overall quality of the library system, as well as the quality of the collection, facilities, and various services provided by the library staff. The respondents' preferences for a range of actual or desired library policies were also queried, and various background measures were obtained for each respondent to facilitate comparison of the results across colleges and divisions and by faculty rank. The findings on each point for which an opinion was elicited on the questionnaire are summarized in 96 tables. These data will be used for library planning and collection development, and written comments from the questionnaires will be circulated among librarians for specific action on the suggestions given. It was recommended that a similar survey of student opinion be conducted in the near future. Appended are the survey instrument, a summary of the written comments, and a summary of the demographic data. (CGD)

ED 297 772 IR 052 493

Knudsen, Monica L.
Library Publications Programs. SPEC Kit 145.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jun 88
NOTE- 117p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Editors; Higher Education; *Library Guides; *Library Personnel; Library Services; Library Surveys; *Publications; Public Relations; *Writing for Publication
IDENTIFIERS- *Library Publications
Based on a two-phase survey of 118 Association of Research Libraries member libraries which was conducted between November 1987 and January 1988, this report begins with an overview of the responses from 16 respondents who indicated that they had a centralized approach to publishing. Areas studied include the nature of centralized programs, program goals, advantages and disadvantages of centralized programs, staffing and organization, distribution and marketing, development of a centralized program, and issues and needs. A brief report on the survey is then presented, followed by a collection of materials contributed by participating libraries. These materials are divided into four categories: (1) Position Descriptions (University of California-Los Angeles, National Library of Medicine, University of Texas-Austin, University of Toronto, and Yale University); (2) Questionnaires and Surveys (Columbia University, University of Toronto); (3) Reports and Program Descriptions (Brown University, University of California-Irvine, Columbia University); and (4) Policies, Procedures, and Guidelines (Brown University, University of California-Berkeley, Stanford University, University of Texas-Austin, University of Toronto, University of Virginia, University of Waterloo). (6 references) (EW)

ED 297 788 JC 880 291

Conroy, France H.
Learning To Be Human: Confucian Resources for Rethinking General Education.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Confucianism; Ethical Instruction; Faculty Development; *General Education; *Humanistic Education; Moral Development; *Social Values; Two Year Colleges; *Values Education

Arguing that the traditionally central position of genuine liberal learning in the college curriculum has been seriously eroded, this paper recommends that Confucian principles be incorporated into general education and faculty development to reinstill the element of "learning to be human" into the freshman and sophomore years. Part 1 suggests that instrumentalism has become the untempered ethos of the community college, and urges community college faculty to re-educate and revitalize themselves through certain strands within the Confucian tradition. A profile of the students attending non-elite colleges is presented, decrying a lack of openness to self-transformation, growth, or change; and a tendency toward pragmatism, careerism, consumerism, and self-interest. This section also addresses the problem of a dominant pedagogy which actually reinforces educational goals centerd on money and status. Part 2 offers an overview of the process and major concepts of Confucianism, including jen (humanity or human-ness) and li (ritual action). The teachings of three students of Confucianism, Mencius (371-289 BC), Wang Yang-ming (1472-1529), and Liang Shu-Ming (1893-), are reviewed with particular emphasis on their development of non-elitist and existential lines within the philosophy. In addition, Professor Tu Wei-Ming's current interpretation of Confucianism is also explored. In part 3, appropriate components of a Confucian-based pedagogy are suggested, including affective, aesthetic, moral, religious, and intellectual dimensions. Finally, in part 4, a discussion of the application of these principles in a team-taught core interdisciplinary program at Burlington County College (New Jersey) is presented. Sixty-nine footnotes are provided. (EJV)

ED 297 802 JC 880 347

Lenth, Charles; Romero, Martha
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.; Ford Foundation, New York, N.Y.; Teachers Insurance and Annuity Association, New York, N.Y.
PUB DATE- 86
NOTE- 97p.
AVAILABLE FROM- Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80301 (publication numbers 2A149--Proceedings, and 2A150--Summary).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; *Accountability; *College Role; *Community Colleges; *Economic Development; Educational Needs; Educational Trends; Futures (of Society); Government School Relationship; Job Training; School Community Relationship; State Legislation; Student Characteristics; Two Year Colleges; *Two Year College Students; Workshops

Presented are a summary and proceedings of a workshop on community college issues of legislative concern. The summary report begins with Patrick Callan's paper, "The Question of Mission," which assesses the changing role of community colleges in the western states. The remainder of the report highlights the key points of the formal presentations and considers alternatives for action with respect to: (1) access to education for student populations exhibiting increasing diversity in age and ethnicity, greater needs for basic remedial education, and higher levels of prior educational attainment; (2) the need for community colleges to identify their distinct contributions to local and state economies in order to more effectively meet changing job requirements and industry needs; and (3) conflicting demands for institutional accountability reflected in changing state expectations and community needs. The proceedings includes opening comments by Phillip Sirotkin, John Kitshaber, and Martha Romero; and the text of the presentations by Richard C. Richardson, Jr., and Helen Sommers on access; Jim Scherer and Myrna Harrison on economic development; and Bruce Hugo and John Terrey on accountability. Summaries of the small group discussions on each of these topics are presented, as well as the concluding comments of Thomas Gonzales, Patrick Callan, and Louise Ryckman. Lists of the legislators and other participants attending the workshop are provided in both publications. (AJL)

ED 297 816 JC 880 361

Hawkins, O. Rebecca, Ed.
Prince George's Community College 1988-93 Master Plan.
Prince George's Community Coll., Largo, Md.
PUB DATE- Jul 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *College Planning; College Programs; *College Role; Community Colleges; Economic Development; Educational Finance; *Enrollment Influences; *Institutional Characteristics; Master Plans; Population Trends; Two Year Colleges
IDENTIFIERS- *Strategic Planning
Designed to integrate strategic planning for Prince George's Community College's (PGCCs) programs, budgets, and facilities, this master plan for 1988-93 offers information on the college's planning framework, mission, programs, and institutional priorities. The major features of the plan are a situational analysis and environmental scan, which examine PGCC's market share, enrollment trends, and student demographics, goals, attendance patterns, and program choices. The environmental scan also considers the potential impact of a projected decline in high school graduates, an increase in the number of older county residents, the state of the local economy, increasing competition among higher education institutions, and demands for institutional assessment and accountability. The final section of the master plan sets forth PGCC's priorities for the coming years with respect to: (1) increasing the representation of women and minorities among faculty and administrative staff; (2) creating mechanisms to increase the educational success of students; (3) increasing the effectiveness of the marketing effort; (4) expanding the college's role in the economic development of Prince George's County; and (5) supplementing the college's operating budget through alternative funding sources. (EJV)

ED 297 858 PS 017 486

Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.
California State Dept. of Education, Sacramento.; California State Univ., Long Beach.; California Univ., Berkeley.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; College Admission; Elementary School Students; Elementary Secondary Education; Graduation Requirements; *High School Students; Kindergarten Children; *Parent Influence; *Parent Participation; Student Financial Aid
IDENTIFIERS- California; *Parents as Teachers

Presented in both the English and Spanish Language versions is a booklet which describes what parents can do at home and in the school to support and encourage their children's success in school and college. Discussion emphasizes the extent to which parents influence their children's attitudes about learning and school, and points out that parent involvement is crucial to children's academic success. Several things that parents can do at home on a daily basis when their children are in prekindergarten, the elementary grades, junior high, and high school, are described. Concluding remarks list high school graduation and college entrance requirements, provide financial aid information, and suggest ways in which parents can help children by becoming involved with them in school. (RH)

ED 297 501 EC 210 352

Commonly Asked Questions: Computers. Revised.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 87
NOTE- 7p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 (single copy free, $0.60 each additional copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); Computer Oriented Programs; *Computer Software; *Computer System Design; *Disabilities; Educational Technology; Information Technology; *Input Output Devices; Keyboarding (Data Entry); *Microcomputers; Needs Assessment

A microcomputer can be used in many different ways to assist people with disabilities. A computer's usefulness for a given individual is determined by the computer applications that are needed and by the specific problems the disability presents. In general, there are currently three ways that people with disabilities can use a microcomputer: (1) Many special software programs that run on standard computers have been written or adapted specifically for use by individuals with physical disabilities. They include communication and writing programs, word processing programs, motor training games, educational software, and therapy and assessment programs. (2) The operating system of a computer can be modified to accommodate special adaptations in the input or output process and to increase the rate of input. Standard software can then be used. (3) Hardware modifications can also enable disabled individuals to use standard software. These adaptations consist of simple modifications to the keyboard, disk drives, or computer screens, and connection of special alternate keyboards, disk drives, or alternate displays. A list of information sources on hardware and software developments concludes the paper. (JDD)

ED 297 514 EC 210 365

Heiner, Donna
Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
International Inst. for Visually Impaired, East Lansing, Mich.
PUB DATE- 87
NOTE- 31p.; A grant was provided by the Zonta Club of Lansing, Michigan.
AVAILABLE FROM- Blind Children's Fund, 230 Central St., Auburndale, MA 02166-2399 ($7.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Infants; *Learning Activities; Medical Services; Parent Participation; *Parent Role; *Partial Vision; Preschool Education; *Sensory Training; Skill Development; Special Education; Toys; Visual Aids; Visual Discrimination; *Visual Impairments; *Visual Learning; Visual Stimuli; Young Children
IDENTIFIERS- *Early Intervention
Specific and understandable suggestions are offered to parents of severely visually impaired children who have or may have the capacity to learn visually. Parents can assist children with even a small amount of vision to develop that vision from an early age. Vision development begins by ensuring that the child receives appropriate medical and educational services. Parents themselves can make observations to determine how the child reacts to light, what size objects can be recognized, what colors are preferred, etc. Activities are suggested for helping children of various ages learn to "look," including the newborn infant, young baby, older baby, toddler, and preschool child. Other suggestions are provided for: helping the child when he or she can't see something, helping the parent capture and hold the child's attention, capitalizing on the child's attraction to light, and helping the child adjust to wearing glasses. Appendices list materials for parents, toys which encourage the use of vision, and other items for enhancing the use of vision. (JDD)

ED 297 568 FL 016 682

Baecher, Richard E.; Coletti, Charles D.
Two-Way Bilingual Programs: Implementation of an Educational Innovation.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Affective Behavior; *Bilingual Education Programs; Classroom Techniques; Educational Innovation; Elementary Education; *English (Second Language); Limited English Speaking; *Program Design; *Program Effectiveness; *Program Implementation; Second Language Programs; *Spanish Speaking
IDENTIFIERS- *New York (Port Chester)
A two-way bilingual program, in which limited-English-speaking Hispanic students and English-proficient students provide reciprocal language-learning experiences, was implemented in a Port Chester, New York elementary school. The program's features included a combined second/third grade, two classes (one limited-English-proficient and one English-proficient), a transitional language development sequence, team teaching, individualized instruction, adaptive planning, and parental involvement in training workshops and school-related affairs. First-year results of a sign test of instructional outcomes and the My Class Inventory of classroom environment are strongly supportive of the benefits of a two-way bilingual program. A strong working relationship between administrators and teachers was found to be essential to program success. (MSE)

ED 297 601 FL 017 531

Rodriguez, Adriana Pellicari
Why Do We Want To Learn English? Ask Us!
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (17th, Houston, TX, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Intermediate Grades; *Language Attitudes; Language Proficiency; *Learning Motivation; *Puerto Ricans; Second Language Learning; Self Concept; Self Concept Measures; *Student Motivation
A study examined the relationship between self-concept and motivation to learn English among Puerto Rican upper elementary school children from low socioeconomic status families. Fifty-seven native Spanish-speaking students attending urban bilingual education programs rated themselves on a pictorial self-concept scale and responded to a Likert-type scale of motivation to learn English. Analysis of the findings indicates that the students have more open attitudes toward the acquisition of English when they view the second language for personal gain or achievement of success rather than for total integration into mainstream society. (Author/MSE)

ED 297 631 HE 021 550

Clemons, Michael L.; Nojan, Mehran
The Practice of Institutional Research: Perception vs. Reality.
PUB DATE- May 87
NOTE- 45p.; Paper presented at the Annual Forum of the Association for Institutional Research (27th, Kansas City, MO, May 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; *Administrator Attitudes; *College Planning; Databases; Data Collection; Educational Finance; Enrollment Projections; Higher Education; Information Dissemination; *Institutional Research; Mail Surveys; *Research Needs; Resource Allocation
A pilot study was conducted to: examine the beliefs of Institutional Research (IR) managers and senior administrators concerning the function, purpose and priorities of IR; determine if beliefs have been translated into practice; ascertain the extent of congruence between perceptions and beliefs held at each level of management; and examine whether the beliefs of IR managers and current practices are consistent with what senior administrators believe should be the role of IR. Using a population of university centers and arts and sciences institutions in large, multi-campus, state-supported systems, 33 surveys were administered, 17 to IR managers (100% response rate) and 16 to senior administrators (64.7% response rate). Results included the following: (1) only 26.7% of IR managers and 54.5% of senior administrators believe that general institutional expectations are realistic and clear; (2) only 37.6% of IR managers and 72.7% of senior administrators believe that faculty members possess a positive perception of IR; (3) both groups believe that IR functions should include data collection, analysis and dissemination; state and federal reporting, policy-oriented research, serving as a clearinghouse for data, defining the institutional database and projecting enrollment; and (4) 100% of senior administrators and 73.3% of the IR managers believe that IR should measure outcomes. Data are provided in four tables. Contains 10 references. (KM)

ED 297 758 IR 052 478

Huang, Joyce L.; Mandernack, Scott
Minimum Library Use Skills Survey.
Wisconsin Association of Academic Librarians.
PUB DATE- 88
NOTE- 10p.; For Minimum Library Use Skills, see ED 263 926.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Followup Studies; Guides; Higher Education; High Schools; *Library Instruction; *Library Skills; Library Surveys; *Minimum Competencies; *School Libraries; Secondary Education; Standards; Use Studies
IDENTIFIERS- *Wisconsin

A follow-up study was conducted in 1987 to assess the use and effectiveness of "Minimum Library Use Skills: Standards, Test, and Bibliography" (MLUS), which had been distributed to all members of the Wisconsin Association of Academic Librarians in 1985. Some copies of this publication had been sold, and it is also available in ERIC microfiche. A questionnaire was sent to the instruction librarians of 106 academic libraries (22 responses returned) in Wisconsin to determine whether they had used MLUS, and a similar questionnaire was sent to 490 high school library media specialists (30 responses returned) to determine whether they had used MLUS or "Wisconsin Library Media Skills Guide" (WLMSG). Responses to the survey indicated that there was a perceived need for standardized library skills in both academic and high school libraries, and it is suggested that there is also a need for greater cooperation between the two groups in developing their bibliographic instruction programs. Less than 7% of the responding high schools reported using MLUS. Although WLMSG does address many of the competencies outlined in the more recent MLUS, it is suggested that needs would be better served if high school librarians were aware of what academic librarians were expecting of their college bound students, and conversely, academic librarians would better serve their students if they knew what backgrounds these students had. Copies of both survey instruments are appended. (EW)

ED 297 830 JC 880 381

Astroth, Jonathan; Weber, Jerry
Evaluation of an Assessment and Placement System for Entry-Level Courses.
PUB DATE- Jul 88
NOTE- 38p.; Paper presented at the League for Innovation in the Community College Conference, "Institutional Effectiveness in the Community College" (Charlotte, NC, July 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Basic Skills; Community Colleges; Curriculum Evaluation; Program Evaluation; Scores; *Student Placement; *Testing Programs; Two Year Colleges
In fall 1987, a study was conducted at Lincoln Land Community College (LLCC) to examine the college's system of basic skills assessment for course placement. The study investigated the adequacy of established cut scores; placement evasion (i.e., the disregarding of a recommendation to take a developmental course) and its consequences; the use of reading scores to place students in social and behavioral science classes; and the comparative advantages and disadvantages of recommended and mandatory placement. Study findings included the following: (1) the analysis of cut score adequacy suggested that cut scores for both math and English should be raised modestly to reduce failure rates; (2) a high incidence of placement evasion was found in math, with a more moderate incidence in English; (3) students who ignored placement recommendations for developmental courses failed transfer courses much more frequently than students whose assessment scores indicated initial placement in a transfer course; (4) no relationship was found between reading scores and success in introductory sociology or history courses, but high reading scores were positively related to success in introductory psychology; and (5) evidence was found in support of mandatory placement, however, the failure rates in developmental courses suggested that a review of curricula accompany any move toward mandatory placement. (EJV)

ED 297 844 PS 017 321

Bustos, Patrick D.
Teen-Age Pregnancy Legislation in the States.
National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-1-55516-184-7
PUB DATE- Apr 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Early Parenthood; Educational Legislation; Financial Support; National Surveys; *Pregnancy; Public Health Legislation; *State Legislation; *State Programs; Statewide Planning

Examined are recent legislative initiatives related to the problem of adolescent pregnancy and parenting. A 50-state survey was conducted by the National Conference of State Legislatures (NCSL), and each state's legislative research agency provided information on bills and acts from the 1986 and 1987 legislative sessions, as well as programs and task force activity related to teenage pregnancy. Results of the survey indicated that recent legislative initiatives were addressing all areas of the problem. A total of 35 states introduced teenage pregnancy legislation in 1987, compared to 23 in 1985. While only 9 states had enacted teenage pregnancy legislation in 1985, by 1987 over 22 states had passed legislation. Legislative task forces to study teenage pregnancy have been proposed in nearly one-fourth of the states. Funding from the state legislatures for adolescent pregnancy programs is also increasing. It is concluded that if current trends continue, the growing number of state public policy strategies will provide new models for interested legislators across the country. The document includes descriptive information concerning project areas of the NCSL's Children, Youth, and Families Program, particularly the Teenage Pregnancy Project. (RH)

ED 297 528 EC 210 379

Zelazo, Janice
Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program.
Denver Univ., CO. Dept. of Speech Pathology and Audiology.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 19p.; In: Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5; Project Summary Report, 8/20/84 to 8/19/87. Final Report; see EC 210 376.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiology; *Communication Disorders; Curriculum Development; Delivery Systems; Higher Education; Individualized Programs; *Parent Education; Parent School Relationship; Practicums; Preschool Education; *Professional Education; Speech Pathology; Therapists
One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders, the paper describes the parent education practicum model developed by the project. The underlying philosophical foundation of the training was to adapt to the individual interests and needs of each family based on the INREAL (Inter-reactive learning) model for effective communication. In addition to the parent training program, activities offered to parents included a parent orientation to the Child Language Center (CLC) in Boulder, Colorado, parent meetings, parent observation of the CLC, social activities, and parent conferences. The parent/child interaction training program included: classroom observation by parent/s and trainer, in-home video taping of the family, viewing and discussion of video by parent/s and trainer, and parent discussion group. Training in the parent component was received by four graduate students and their training goals are outlined. A case study demonstrating the interface of family, trainees, and trainer completes the report. (DB)

ED 297 542 EC 210 393

Brown, Marilyn A.
Applying the S.O.I. Model to Curriculum Development.
PUB DATE- Feb 88
NOTE- 15p.; Paper presented at the Annual Conference of the California Association for the Gifted (26th, Santa Clara, CA, February 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Critical Thinking; *Curriculum Development; Divergent Thinking; Elementary Secondary Education; *Gifted; Learning Processes; Models; Problem Solving; *Teaching Methods
IDENTIFIERS- *Structure of Intellect
The article discusses the use of the Structure of Intellect (SOI) model as a basis for developing thinking abilities in a variety of curriculum areas: (1) the integration of subject matter areas and SOI operations; (2) thematic lessons that sequence specific cells of the SOI model; (3) directed teaching lessons to develop student awareness of their own thinking processes; (4) strategies that foster student attitudes conducive to the use of divergent thinking; and (5) application of SOI-based thinking abilities to problem solving. Sample curriculum activities are included as illustrations. (Author/JW)

ED 297 585 FL 017 494

Spencer, Mary L.
Program Evaluation and Testing in the Educational Programs of Micronesia--When Benchmarks are Needed.
Guam Univ., Mangilao. Coll. of Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Pacific Island Bilingual Bicultural Association (Truk, Micronesia, February 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; Chamorro; *Educational Assessment; *English (Second Language); Evaluation Criteria; Foreign Countries; *Language Tests; *Program Effectiveness; Program Evaluation; Second Language Programs; Summative Evaluation; Uncommonly Taught Languages
IDENTIFIERS- Hawaii; *Micronesia
A discussion of bilingual education in the Pacific region focuses on the role of evaluation and testing in promoting educational quality. Based on a review of proposals, evaluations, and tests of all districts in Micronesia and Hawaii in the 1982-83 program year, these conclusions are drawn about program evaluation: (1) little program evaluation was undertaken; (2) student assessment was by far the most serious problem; (3) two evaluation design problems are occurring, the use of control group design and the use of summative rather than formative evaluation of new programs; (4) one seemingly good evaluation was seriously flawed by a lack of objectivity; (5) evaluation of Micronesian projects is underbudgeted; and (6) additional technical assistance for contract development and administration is needed. (MSE)

ED 297 616 HE 021 184

Simmons, Dexter D.
Converting Bowling Balls into Apples and Macs.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Jan 88
NOTE- 5p.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- Budgets; *Building Conversion; *Facility Improvement; Higher Education; *Laboratories
IDENTIFIERS- *Computer Centers

Conversion of a University of Oregon bowling center into a computer laboratory by the college union is discussed. Located in a renovated former bowling center, the Erb Memorial Union Computer Lounge is a self-supporting campus computer laboratory. User fees are charged for on-site computer rentals, laser printing, color plotting, and typesetting services. To achieve the goal to provide state-of-the-art computer rentals for students, faculty, and staff, a local area network has been used to share software, printers, campus mainframes, and lab management control. Descriptions are provided of the main lab, the control desk, and additional equipment. Information is provided on hardware such as Sixteen Apple Macintosh Plus's, 10 Kaypro PC 10's, and three Apple 2e's. It is noted that demand has pushed the computer lounge to the limit of its computer access capacity. The result is that users are forced to sign a waiting list or make reservations far in advance. Additions to existing equipment has enabled the computer lounge to grow from a user base of 3,000-plus students to 4,000-plus students. Included is the computer lounge budget showing 2 school years. (SW)

ED 297 673 HE 021 650

Hoag, John H.; And Others
Does a Professor's Reputation Affect Course Selection?
PUB DATE- 24 Mar 88
NOTE- 18p.; Paper presented at the Missouri Valley Economics Association Convention (St. Louis, MO, March 24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Course Selection (Students); Higher Education; Questionnaires; *Student Attitudes; Student Behavior; Student Characteristics; *Student Evaluation of Teacher Performance; Surveys; Teacher Characteristics
To examine whether a professor's reputation affects course selection, a survey was conducted of about 280 students in a junior level marketing class required of all business students at Bowling Green State University (Ohio). The questionnaire listed 25 economics professors and asked what the students had heard about the professors in five dimensions: hard to get an A or B from; easy to get a D or F from; requires hard work; intimidates students in class; and seems to care about students. Students were also asked which professor they would like to have, which they would least like to have, and which they would select assuming they wanted to work hard and learn a lot. Finally, they were asked which professor they had for which class, and whether they would recommend him/her to a friend. Results included the following: (1) the reputation of some professors is not the same for all students; (2) one-fourth of the professors are expected to be easier by students who choose them; (3) most students do not express an opinion about the professor they would choose; and (4) most students who had not had a given professor had as much information about that professor as students who had taken a course with him/her. The questionnaire is appended. 8 references. (KM)

ED 297 687 HE 021 700

Heterick, Robert C., Jr.
A Single System Image: An Information Systems Strategy. Professional Paper Series, #1.
CAUSE, Boulder, Colo.
SPONS. AGENCY- Digital Equipment Corp., Maynard, Mass.
PUB DATE- 88
NOTE- 30p.
AVAILABLE FROM- CAUSE Publications, 737 Twenty-Ninth Street, Boulder, CO 80303 ($16.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communications; Computer Managed Instruction; *Computer Uses in Education; *Dial Access Information Systems; Educational Technology; Higher Education; *Information Networks; *Information Systems; Information Technology; *Microcomputers; Online Systems; Users (Information)

Strategic planning for information systems and descriptions of the products needed to purvey an institution's information resources as though they were delivered from a single, integrated system are featured, emphasizing strategy and tactics. Various accepted premises for the current state of higher education information systems are set forth. Part I focuses on an information systems strategy (adopting a strategic view, identifying a strategic course, pluralism, and financing). Part II looks at a single system image in terms of the image; implementing the single system image; and issues for knowledge-based implementation. Part III discusses a new paradigm. It notes the paradigm for campus information systems turns from a mainframe-centered Ptolemaic model to a user-centered Copernican model, thus making it necessary to redefine responsibilities. An important goal is creating a single system image that provides the ubiquity and simplicity associated with the telephone system. This effort will require shifting many current burdens from the user to a knowledge-based network and rationalizing the way the user relates to services provided. (SM)

ED 297 715 IR 013 419

Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.
Indiana State Dept. of Education, Indianapolis. Indiana Consortium for Computer and High Technology.
PUB DATE- 6 Nov 87
NOTE- 15p.; For annual reports of the consortium for 1984-1987, see IR 013 418.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Consortia; Courseware; *Educational Technology; Education Service Centers; Elementary Secondary Education; Inservice Teacher Education; *Research and Development; *State Aid; *State Programs; Statewide Planning
IDENTIFIERS- *Indiana

This plan outlines the funding for activities of the Indiana Consortium for Computer and High Technology Education for the 1987-89 biennium. The consortium was created by the Indiana General Assembly in 1983 to promote effective use of technology in schools, evaluate educational computer use, provide training, and assist local schools in developing computer technology programs. The research and development activities of the consortium are described, as well as maintenance and support programs, including courseware and hardware training and support, instructional video programming, central service centers, specialized learning centers, preview centers, teacher fellowships, and conferences. Also described is a final consortium responsibility, the "Tomorrow's School" function, which is designed to provide a link between current and future educational technology activities. A chart of the Computer Learning and Training Appropriations for 1987-88, 1988-89, and the biennium totals is provided, together with a map showing the division of the state into northern, central, and southern regions for purposes of the consortium programs. (EW)

ED 297 729 IR 051 910

Task Force on Access to Information. Final Report.
California Univ., Santa Barbara. University Library.
PUB DATE- 9 Apr 86
NOTE- 70p.; For reports from other task forces, see IR 051 911-914.
Chart contains small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Access to Information; Higher Education; Interlibrary Loans; Library Automation; Library Instruction; *Library Planning; *Online Catalogs; Self Evaluation (Groups); Shared Library Resources; *Union Catalogs; User Needs (Information)
IDENTIFIERS- *University of California Santa Barbara
This study was designed to examine the means and timeliness of identifying and locating information in the present environment of the University of California, Santa Barbara (UCSB) Library, and to determine the means of access that might best be employed during the next decade. Study methodology included an analysis of readings in the professional literature, an in-house study, on-site examinations of access systems at other libraries and information agencies, interviews with library personnel and other resource people, and group discussion. Trends affecting access to information, access to local resources, remote access, and standards or ideals for access to material are discussed, and issues for future study are considered. Short-term recommendations include the preparation of library records for an automated catalog, improvement of resource awareness, and improvement of the delivery of information; long-term recommendations are concerned with the implementation of an online public access system. References are provided, and appendices include: (1) the task force charge and action plan; (2) a chart of access to local resources; (3) a list of resource people; and (4) a 42-item bibliography. (KM)

ED 297 859 PS 017 487

Anthony, Margaret; And Others
Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.
Connecticut State Dept. of Education, Hartford.
PUB DATE- Sep 86
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Agency Cooperation; *Data Collection; *Demonstration Programs; *Educational Needs; Family School Relationship; *Preschool Education; Program Descriptions; State Programs; *Teacher Certification; Technical Assistance; *Training
IDENTIFIERS- *Connecticut
In 1985-1986, the mission of Connecticut's Committee on Four-Year-Olds, Their Families, and the Public Schools was to develop strategies to alleviate structural and systematic problems that could diminish the success of expanded early intervention efforts in the state. This report of the yearlong effort begins with a review of the committee's work in 1984-1985. A description of the committee's mission and organizational structure follows. Work of the committee is described in terms of problems that need analysis and problems that are ready for action. Problems needing analysis include: (1) the establishment of early childhood demonstration programs throughout the state; (2) an assessment of training and technical assistance capacities and needs; (3) credentialing; and (4) effective strategies for promoting home-school communications. Problems ready for action are public information and advocacy, interagency collaboration, and the development of an early childhood data base. The report concludes with a synopsis of recommendations directed to the State Department of Education in conjunction with other agencies serving young children and their families. Appended are facts and principles of the 1984-1985 report, lists of committee membership and contract consultants, the model employer report, the training and technical assistance report, and, extensively, plans for credentialing-retraining and home-school linkage. (RH)

ED 297 874 PS 017 510

Stallings, Jane
Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.
PUB DATE- Jun 87
NOTE- 10p.; In: The Lipsan Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Compensatory Education; *Early Childhood Education; Educational Practices; Followup Studies; Grade Repetition; Graduation; Longitudinal Studies; Montessori Method; *Outcomes of Education; Program Effectiveness; Sex Differences; Teacher Role; *Young Children
IDENTIFIERS- *DARCEE Program; *Direct Instruction Model; Follow Through Services; Montessori Preschools; Project Head Start
This paper reports short- and long-term outcomes of the Direct Instruction Head Start and Follow Through program model. Based on the premise that positive reinforcement is essential to maximum academic success, the Direct Instruction program was developed from an academic preschool model which specified exactly what children needed in order to succeed academically and dictated how teachers should modify children's behavior. The Follow Through program was developed to provide programs for kindergarten through 3rd grade that would help maintain gains made in Head Start or other preschool programs. In 1983 the Follow Through program could be found in 60 American cities and a number of foreign countries. Research suggested that the Direct Instruction/Follow Through program had a positive effect on reading and mathematics achievement. However, third-graders who received direct instruction, more often than comparison children, attributed academic success to external factors and failure to themselves. They also scored lower than children receiving cognitive developmental instruction on a test of nonverbal problem-solving. Longitudinal findings suggested that students receiving direct instruction had lower grade retention and higher attendance and graduation rates. Longitudinal comparison of direct instruction, Montessori, DARCEE, and traditional preschool programs revealed positive outcomes for children who received direct instruction: Follow Through children achieved at grade level when they were in the ninth grade. (RH)

ED 297 889 PS 017 535

Scott, Geraldine W.
The Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.
PUB DATE- 88
NOTE- 94p.; Ed.D. Practicum, Nova University. Some pages have faint, broken print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Basic Skills; *Curriculum Development; *Kindergarten Children; *Learning Activities; Primary Education; *Reading Readiness; *Student Improvement
IDENTIFIERS- *Developmentally Appropriate Programs
Because the kindergarten curriculum of a small, rural elementary school appeared to be inappropriate for some children, a school psychologist implemented a practicum designed to provide a positive school experience for those not ready to learn from formal reading materials. The primary goal of the practicum was to provide activities during the reading period for kindergarten children lacking readiness skills. A second goal was to improve students' basic skills. Intervention activities included a survey of kindergarten teachers to determine their goals and feelings and to find out what kindergarten students were doing; discussion with administrators and teachers of the reasons for a change in some students' curriculum; mobilization of teacher support and agreement to change activities during the reading period; administration of a pre- and post-test to kindergarten children in the lowest reading groups; and regular meetings with teachers to resolve problems they encountered in modifying instruction. Evaluation data indicated that the intervention was positive. Teachers reported that children enjoyed the alternative learning activities. It is concluded that developmental activities can provide kindergarten children with the opportunity to develop readiness skills, and that such skills can be developed without formal reading instruction. Related materials are appended, including the teacher survey, responses, developmental activities log, and 14 pages of developmental activities. (RH)

ED 297 556 EC 210 608

Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Apr 87
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 253 029.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Coping; *Employment Level; Followup Studies; *Graduate Surveys; High Schools; *Income; *Learning Disabilities; Marriage; Special Classes; *Student Placement

This one-page abstract summarizes the final report of a federally funded project titled, "Post-School Status of Young Adults Identified as Learning Disabled While Enrolled in Public Schools: A Comparison of Those Enrolled and Not Enrolled in Learning Disabilities Programs." The follow-up study compared the status of 25 students diagnosed but not placed in learning disabilities classes and 75 students placed in learning disabilities classes. All students had been out of school at least 18 months and may or may not have graduated. Results found that most of the individuals were financially independent, had little difficulty obtaining or holding jobs (though the jobs frequently yielded low incomes). Almost half had married and only 4% were divorced. Nineteen had been arrested of whom 12 had been convicted and one jailed. Only 31% had obtained education or training after high school. Sixty-eight percent reported seldom or never experiencing reading problems as adults. The total sample's dropout rate was 42% There was a clear trend for those who had not been placed in learning disabilities classes to earn more than those who had. It was hypothesized that superior coping skills characterize the students diagnosed as learning disabled but not placed in learning disabilities classes. (DB)

ED 297 569 FL 016 826

Vago, Robert M.
Paradigmatic Errors in First Language Attrition.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America/American Association for Applied Linguistics (New York, NY, December 27-30, 1986).
AVAILABLE FROM- CUNY Forum, PhD Program in Linguistics, CUNY Graduate Center, 33 W. 42nd St., New York, NY 10036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Code Switching (Language); Discourse Analysis; Error Analysis (Language); *Hebrew; *Hungarian; *Language Maintenance; Language Patterns; *Language Skill Attrition; Language Usage; *Morphophonemics; Oral Language; Retention (Psychology); Second Language Learning; Uncommonly Taught Languages
An ongoing research project into the dissolution or attrition of native language structure under the influence of bilingualism analyzed certain paradigmatic changes in the first language of a Hungarian-Hebrew bilingual speaker. Data were collected over a 2-year period from an Israeli woman who was born in Hungary and immigrated to Israel at 6 years of age. Her primary language was Hebrew, although she used Hungarian on a daily basis (principally with her parents). A paradigm elicitation method was used; the subject was asked to produce regular and irregular nominal paradigms in the rich inflectional system of Hungarian. Examination of the data revealed interesting structural deviations in the subject's first language which may be termed errors. These errors were changes in the rule component of the language, specifically, rule simplification, rule loss, and rule reordering. Illustrative examples of these errors are presented. Paradigmatic coherence appears to play a significant role in the attrition of first language systems. (CB)

ED 297 646 HE 021 614

Attracting and Retaining Women Students for Science and Engineering. A Report from the Committee on the Status of Women in Ontario Universities.
Council of Ontario Universities, Toronto.
PUB DATE- Jun 88
NOTE- 28p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; Access to Education; Engineering Education; Enrollment Trends; Females; Foreign Countries; Higher Education; Mathematics Education; Outreach Programs; Role Models; Science Education; *Sex Stereotypes; *Student Recruitment; Traditionalism; *Womens Education
IDENTIFIERS- Ontario

Though women constitute 53% of students graduating annually from provincially assisted Ontario universities with bachelors and first professional degrees, they tend to remain concentrated in fields more conventionally dominated by females, and their representation in traditionally male disciplines (engineering, applied science, mathematics, and physical sciences) is low. The percentage of men enrolling in the humanities, education, and social sciences has declined, so the imbalance is greater. Strategies for overcoming gender imbalances in universities are provided. Information is offered on recruitment and outreach (programs, promotional materials, and additional strategies); access (curricular initiatives, academic policies, financial aid and awards); climate; retention (support systems and ancillary services, counselling and advising, career development, role models, and visibility in the academic community); curriculum; data collection and research; and faculty and staff development. It is recommended that the Council of Ontario Universities recognize the relevance of this information to issues of teacher education and curriculum design and consider collective action by its member institutions to attract and retain women students in science and engineering. An appendix reports the percent of full-time female enrollment within field and level of study, and provides a list of 11 organizations of women in science and engineering. The paper contains 56 references. (SM)

ED 297 659 HE 021 627

Pickens, William H.
Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1986 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988. Report 88-11.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Mar 88
NOTE- 14p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; *Admission Criteria; Asian Americans; Black Students; *College Admission; *Eligibility; Grade Point Average; Higher Education; High School Graduates; Hispanic Americans; Mail Surveys; Sex Differences; Statewide Planning
IDENTIFIERS- *California
A study of eligibility for freshman admission among California high school graduates was conducted by contacting all schools offering high school diploma programs. The schools were given instructions on selecting a random sample of graduates' transcripts from each graduating class. The 1,180 responding schools submitted 15,973 transcripts, or 6.9% of the 1985-86 graduating class. Following a discussion of the definition of eligibility (eligibility on the basis of grade point average was used, with the successful completion of college entrance examinations also required in some cases), major findings are reported in the following areas: (1) overall estimate compared to Master Plan guidelines (14.1% were eligible for admission, compared to the estimate of 12.5%); (2) large differences in eligibility that persist among ethnic groups; and (3) differences in eligibility between urban and rural areas. Charts display differences by sex, ethnic group and urban versus rural areas. Differential eligibility rates by ethnicity and by region are discussed as statewide issues, while overall estimates and resulting enrollment pressures are discussed as university policy issues. (KM)

ED 297 701 IR 012 488

Smith, Susan Staples
Selecting the "Right" Microcomputer.
EDUTECH International, Bloomfield, CT.
PUB DATE- 86
NOTE- 6p.
AVAILABLE FROM- EDUTECH International, 120 Mountain Ave., Bloomfield, CT 06002-1634 ($87.00 for one-year subscription).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; *Computer Software; Educational Administration; *Educational Facilities Planning; Higher Education; Human Factors Engineering; *Microcomputers; *Program Implementation; *Standards; Training; Users (Information)
IDENTIFIERS- *Academic Computing; Computer Technicians; Workstations
Microcomputers need to be introduced and effectively managed in academic organizations, where compatibility becomes an important issue as users wish to communicate with other users via computer. The need to standardize hardware and software thus becomes an important issue. The first step in selecting a microcomputer standard is the selection of a search committee to determine the specific set of microcomputer needs on the campus. This committee should represent and consider the interests of four areas of concern: administrative, end user, technical, and training. In the second step, the selection of software, the end users, technical staff, and trainers need to concentrate on the best fit in the campus environment. Issues to be considered include flexibility, future needs, DOS compatibility, types of training to be done, and the reputation of the vendor. Technical representatives on the committee will play a major role in the third phase, the selection of hardware. Technical factors to be considered will range from processor speed and display clarity to possibilities for upgrading the system. Ways to facilitate the fourth phase, implementation, range from getting end users involved in pre-installation planning, through running computer systems parallel with manual and exiting automated systems in the beginning and installing microcomputers in phases wherever possible, to taking ergonomic considerations into account when planning workstations. (BBM)

ED 297 743 IR 052 415

Prabha, Chandra G.; And Others
Nonfiction Book Use by Academic Library Users. Research Report-88/1.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- OCLC/OR/RR-88/1
PUB DATE- 31 Mar 88
NOTE- 60p.
AVAILABLE FROM- OCLC Online Computer Library Center, Inc., 6565 Frantz Road, Dublin, OH 43017-0702 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Books; *College Libraries; Higher Education; *Information Systems; Interviews; *Library Research; *Nonfiction; Questionnaires; Surveys; Tables (Data); User Needs (Information); *Use Studies
IDENTIFIERS- *Electronic Books
This investigation of the use of nonfiction books borrowed from an academic library--the Main Library at the Ohio State University--examined two premises which underlie the creation of full-text electronic information systems of nonfiction books: that such books are generally read to obtain information, and that they tend to be read in parts. Data were also collected on the methods users employed for selecting nonfiction books and the features of the book that were used to find information. Interviewing slots were randomly selected from two-hour time periods during library operation hours, and 426 users returning their nonfiction books during these slots were interviewed between February 2 and March 8, 1987. Overall, the findings largely supported the premises under study. They indicated that 23.2% of the nonfiction book users needed the book for school, read one-fourth of the book or less, and used the table of contents or book index to find information. It was concluded that nonfiction books seem appropriate candidates for electronic access if directed at this subgroup of users in an academic environment. Data are reported in 34 tables and four figures. Appendixes include the interview script, an explanation of estimating the number of users missed by the interviewers, and the randomization methods used. (5 references) (CGD)

ED 297 773 IR 052 494

Jenkins, Darrell L.; Person, Roland C.
Library Development and Fund Raising Capabilities. SPEC Kit 146.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Aug 88
NOTE- 129p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Educational Finance; *Endowment Funds; *Fund Raising; Higher Education; *Library Administration; Library Surveys; Publicity; *Research Libraries
IDENTIFIERS- *Library Development
Based on two surveys of Association of Research Libraries member libraries which were conducted in 1987 and 1988, this report begins with an overview of the responses from 48 libraries that had participated in development or fund raising campaigns within the past three years. Areas covered by the survey include library staffing and support, library-university relations, campaign strategies, and elements for success and needs. A brief report on the surveys is then presented, followed by a collection of materials submitted by participating libraries. These materials are divided into four categories: (1) Staffing and Organization; (2) Presentations and Activity Reports; (3) Targeted Gifts; and (4) Campaigns and Endowments. These materials were contributed by the University of British Columbia, University of California-Los Angeles, University of California-San Diego, University of Illinois, Iowa State University, University of Kentucky, McMaster University, University of Manitoba, Newberry Library, New York Public Library, University of Oregon, Pennsylvania State University, Southern Illinois University, Stanford University, Texas A&M University, University of Texas-Austin, University of Toronto, and University of Waterloo. (9 references) (EW)

ED 297 789 JC 880 292

Cronk, George
General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; College Curriculum; Community Colleges; *Curriculum Design; *Curriculum Development; Degree Requirements; *Educational Change; Enrollment Influences; Enrollment Trends; *General Education; State Standards; Two Year Colleges
IDENTIFIERS- *Bergen Community College NJ
An overview is provided of the development of Bergen Community College's (BCC) general education curriculum between 1982 and 1987. First, introductory comments review the state regulations implemented in 1983 to govern general education at all New Jersey community colleges. Next, the paper explains the original charge and final recommendations of BCC's Committee on General Education. These recommendations resulted in the revision of all BCC degree and certificate programs in accordance with a new system of general education requirements. After contrasting general education at BCC before and after 1983, the paper discusses the organization of the current program within five categories: communications, humanities, social sciences, natural sciences and mathematics, and health and physical education. Next, the paper explains that the committee originally recommended the development of five core courses to fulfill general education requirements in these areas, but when confronted with strong faculty opposition to the core course plan, they developed a list of existing courses that could be taken to meet the requirements instead. After presenting this list, the paper summarizes the major changes that have taken place in the general education program in the past five years. The next sections consider the effects of the curricular changes on enrollment and registration patterns. Finally, unresolved problems and concerns are identified. (EJV)

ED 297 817 JC 880 362

Hauselman, A. J., Ed.; Tudor, Dan, Ed.
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
Kentucky Univ., Lexington. Community Coll. System.
PUB DATE- Jul 88
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Graduates; College Libraries; College Programs; *Community Colleges; Educational Finance; *Enrollment Trends; Expenditures; *Financial Support; Income; Operating Expenses; State Surveys; Statistical Data; *Student Characteristics; Teacher Characteristics; Teacher Salaries; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kentucky
A list of college programs and a history of the University of Kentucky Community College System (UKCCS) begin this presentation and analysis of 1987-88 data on UKCCS enrollments, instructional programs, financial support, and student characteristics. Section I focuses on enrollment, providing fall 1987 headcount data for each of the 14 UKCCS campuses in terms of full-/part-time status, class, gender, and residence; full-time equivalent (FTE) enrollment data for 1964 and 1978-87; and headcount enrollment of first-time freshmen, 1977-1987. Section II examines headcount enrollment by degree level; program enrollment by gender; credit hours offered and FTE enrollment by degree and course level; UKCCS graduates by degree, college, and program; number and type of library materials supporting the instructional programs; educational level of full-time teaching staff; and staff and faculty development activities. Section III analyzes the financial support base of UKCCS, detailing general fund expenditures by function, expenditures from recurring general funds, general funds budgeted by function, and average faculty salaries by rank. Section IV examines the family income, ethnic status, and age of fall 1987 freshmen and compares their mean standardized test scores with those of similar groups in previous years. (EJV)

ED 297 502 EC 210 353

Brandenburg, S.
Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 29p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Aids (for Disabled); *Communication Disorders; Delivery Systems; Early Childhood Education; Educational Diagnosis; Educational Planning; Elementary Secondary Education; Evaluation Methods; *Federal Legislation; Individualized Education Programs; *Needs Assessment; Program Development; *Severe Disabilities; *Student Evaluation
IDENTIFIERS- *Augmentative Communication Systems; Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1986

The importance of well-planned, meaningful assessments is emphasized in planning effective educational programs for severely communicatively impaired individuals. Assessment and evaluation are defined, and key provisions of Public Law 94-142 and Public Law 99-457 are outlined. Several issues to be considered in establishing effective assessment/service delivery systems include: the nature of the population, the need for knowledgeable professionals, the need for material resources, and the need to plan for future environments. Several existing evaluation models and programs are briefly reviewed, followed by a description of the evaluation model at the Trace Center. At the Trace Center's Communication Aids and Systems Clinic, a team works with the client, the family, and others to select the most appropriate communication system for an individual. The evaluation process consists of referral, screening, case review, evaluation, implementation, and follow-up. Another Trace Center program with an evaluation component, the Communication Development Program, uses a similar evaluation process, though team input is sought from other sources and environmentally-based services are emphasized. Recommendations in developing an effective assessment process and a 26-item reference list conclude the paper. (JDD)

ED 297 515 EC 210 366

Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.
Blind Children's Fund, Aburndale, MA.
PUB DATE- 87
NOTE- 47p.; The English version was made possible by the following volunteers: Socorro Ching, Elizabeth Merrill, Elizabeth Parkhurst, Sherry Raynor, Marguerite Smith, and Elizabeth Sparks.
AVAILABLE FROM- Blind Children's Fund, 230 Central St., Auburndale, MA 02166-2399 ($12.00 plus $2.00 postage).
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Behavior Development; *Blindness; *Child Development; Childhood Needs; *Developmental Stages; Individual Psychology; Infants; *Learning Activities; Motor Development; Parent Role; Preschool Education; Prevention; Sensory Training; Social Development; *Stimulation; Toddlers; Verbal Development; *Visual Impairments
IDENTIFIERS- *Early Intervention

This text assists parents and other caregivers in stimulating the young child with a severe visual impairment, in order to encourage development of normal behaviors which blindness delays and to prevent the appearance of psychological disturbances. Simple language and illustrations describe the stages of child development from newborn to 3 years old, written in first-person from the child's perspective. Suggestions for the psychological and educational development of the blind child are given. The suggestions are drawn from activities of daily living, such as bathing, dressing, and playing. Suggested activities are designed to encourage the child's sensory development, verbal development, social skills, and motor development and to prevent the child from becoming overly fearful. (JDD)

ED 297 602 FL 017 533

Baecher, Richard E.; Coletti, Charles D.
Two-Way Bilingual Programs: Language-Learning-as-Resource.
PUB DATE- 9 Apr 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Classroom Communication; Classroom Environment; Elementary Education; *English (Second Language); *Instructional Effectiveness; Mathematics Achievement; Native Speakers; Reading Achievement; Second Language Instruction; *Spanish; Student Attitudes
IDENTIFIERS- New York (Port Chester); *Two Way Bilingual Programs
A study assessed the performance of language-minority and language-majority children in a two-way Spanish-English bilingual education program in Port Chester, New York. The program treats language learning as a resource for all students, with each group of children teaching their native languages to the other. Second- and third-grade classes are combined. Data on students' Spanish and English reading and oral language skills, mathematics skills in both languages, and perceptions of the classroom environment were gathered for three years. The results were mixed, demonstrating that students can definitely benefit from second language learning in the curriculum but that care should be taken to ensure that native language skills and progress not be compromised. Teacher performance emerged as a crucial variable in the program studied, and careful monitoring of student outcomes in relation to teacher performance is advised. Overall, despite some early problems with student perceptions of difficulty and friction, participant satisfaction was high. (MSE)

ED 297 759 IR 052 479

Turock, Betty J.
Public Library Service for Older Adults: Update 1986. Final Report.
Rutgers, The State Univ., New Brunswick, NJ. School of Communication, Information, and Library Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Jul 87
NOTE- 100p.; For reports on the 1971 study, see ED 067 521 and ED 072 835.
CONTRACT- 300-86-0043
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Coordination; *Library Expenditures; *Library Extension; *Library Services; Library Surveys; *Older Adults; *Outreach Programs; Public Libraries
This study, which updates the 1971 "National Survey of Library Services to the Aging," was undertaken in 1986 to identify, describe, and compare the extent and variety of current services with those in 1971; measure variables in organizational support and suggest how they might influence service; and make recommendations for future development. This survey found that: (1) there had been limited progress over the past decade and little evidence that public library services for older adults had kept pace with the increase in the number of persons aged 65 and older in the nation; (2) about two-thirds of the public libraries gave low priority to program development for older adults when compared to other age groups; (3) funds for these services made up no more than 2% of the budgets of these public libraries; (4) staffing constituted less than 3% of the available workforce; (5) on average, less than 7% of the nation's elders were reached by public library service as defined by this survey; (6) the majority of public libraries had older adult volunteers and employees, although the proportion of the latter was decreasing; (7) the majority of the libraries worked with other community agencies in the aging network; and (8) services for older adults were not generally considered distinct program entities and there was no administrative structure for their overall coordination. Study data are displayed in 18 tables. (31 bibliographic notes/references) (Author/EW)

ED 297 803 JC 880 348

Walsh, Bettye; Head, Ronald B.
Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Jul 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; Grades (Scholastic); *Outcomes of Education; *Program Effectiveness; Reading Tests; *Remedial Instruction; *Remedial Reading; Scores; Two Year Colleges; Writing Evaluation; *Writing Instruction
IDENTIFIERS- English Qualifying Exam; Nelson Denny Reading Tests
A study was conducted at Piedmont Virginia Community College (PVCC) to analyze the college's assessment of students' reading and writing skills, investigate the relationship between assessment scores and grades in specific content courses, establish the relationship between developmental course completion and content course grades, and measure skill improvement. Since January 1984, 1,960 PVCC students were assessed using the Northern Virginia English Qualifying Exam for writing and the Nelson-Denny Reading Test. An examination of their test results and course grades revealed the following: (1) 879 students scored below college-level on the English Qualifying Exam, but only 297 scored below a 10th grade reading level, which placed approximately 15% of the students in developmental reading and 45% in developmental writing; (2) a slight negative relationship was discovered between students' assessment scores and their grades in psychology, history, accounting, or economics; (3) within a sample of 25 students scoring below the cutoff on the writing exam and below the 10th grade reading level, successful completion of developmental courses was related to higher grades and persistence rates; and (4) students who completed the developmental writing course evidenced skill improvements on the English Qualifying Exam post-test. (EJV)

ED 297 845 PS 017 389

Paulson, Sharon E.; Hill, John P.
Perceived Closeness and Parent-Child Relations in Families of Seventh-Graders.
PUB DATE- Mar 88
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 25-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Childhood Attitudes; *Family Relationship; Grade 7; Group Unity; Junior High Schools; *Parent Attitudes; *Parent Child Relationship; Psychological Studies; Social Cognition
A study of relations between perceived closeness and the level of biological maturation of male and female seventh-grade students sought additional support for empirical differentiation between closeness and acceptance. The study also investigated the relation of perceived closeness to parents' reports of satisfaction with parenting, children's participation in family activities, and disagreements over rules. Subjects were 100 male 7th-grade students, 100 female 7th-grade students (each of whom was the oldest child and lived with both natural parents) and their parents. Testing occurred in the families' homes. The parents' questionnaire consisted of a closeness scale, a parental satisfaction scale, a participation in family activities scale, and a disagreement over rules scale, while the children's questionnaires included a closeness scale and an acceptance scale. Results indicated that relations between parent-reported family behaviors and perceived closeness were similar to those found with acceptance alone, but were present even after acceptance was controlled. The implication of this finding is that research based on reports of closeness (as opposed to acceptance) is necessary, because only reports of closeness accurately tap both parents' and children's perceptions. (SKC)

ED 297 543 EC 210 394

Schell, Robert E.; And Others
Development of Language Behavior in an Autistic Child.
PUB DATE- Feb 67
NOTE- 16p.; For related document, see EC 210 395.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Autism; *Behavior Change; *Behavior Modification; Case Studies; Expressive Language; *Interpersonal Competence; *Intervention; *Language Acquisition; Receptive Language; Social Development; Young Children

The monograph describes a systematic attempt to develop language behavior in a nonverbal autistic 4.5-year-old boy who was essentially unresponsive to environmental stimuli of any kind. The 45-session intervention focused on teaching him to attend, increasing his responsiveness to people, effecting discriminative responses to a variety of controlled auditory and visual stimuli, increasing the extent and rate of his vocal and nonvocal behavior, and increasing the control of his behavior by verbal commands. Principles of behavior modification were used in such activities as "tickling," various games in which the child's verbalizations maintain the action, and responding to his name and simple commands. The intervention resulted in an increase in the frequency and variety of his verbal and nonverbal behavior; his behavior is more under appropriate stimulus control; and people are more frequently sources of discriminative and reinforcing stimuli for him. He laughs, makes some sounds similar to those of others, responds to his name, pays attention, does simple tasks, and is generally more alert and responsive. (DB)

ED 297 586 FL 017 495

Spencer, Mary L.
Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Micronesian Region.
Guam Univ., Mangilao. Coll. of Education.
PUB DATE- Sep 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Admission Criteria; *Bilingual Education Programs; Comparative Education; Elementary Secondary Education; English (Second Language); Foreign Countries; *Graduation Requirements; Language Maintenance; *Language Skills; Limited English Speaking; Program Design; *Student Placement
IDENTIFIERS- *Micronesia; United States
Bilingual education program exit and entry criteria are discussed and applied as they exist in the Micronesian region, in which limited-English-speakers are in the majority. The discussion begins with a review of the rationale and assumptions of similar programs in the continental United States. The concerns of those programs are: native language role and distribution, the need for language skills assessment upon entry, periodic assessment for outplacement, and the feasibility of assessment programs and adequate recordkeeping. The two distinct linguistic contexts of the Micronesian region, dual-language and single-language prevalent, are then described and their implications for entry and exit assessment are examined. The classic entry-exit criteria concerns can not be applied in the Micronesian context because of the pressing need to make bilingual education programs available to all students and because of the desirability of preserving and developing the region's indigenous languages and culture. (MSE)

ED 297 617 HE 021 185

Parrino, Susan L.; Gallup, Theresa
Greek Life on Campus. How Will a Changing Society Affect It?
Association of College Unions-International, Bloomington, IN.
PUB DATE- Jan 88
NOTE- 4p.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 ($4.00)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Fraternities; Higher Education; *School Demography; Social Organizations; *Sororities; *Student Organizations

The future of Greek letter organizations on campus and the effects of demographic trends and societal changes are considered. In the last decade, Greek membership has increased despite the decrease in students between the ages of 18 and 24 entering college full-time. Greek chapters are primarily at four-year institutions and their members are mainly the traditional age full-time students. In 1984 more than 55% of students in higher education were at community colleges, and nearly 43% were enrolled part-time. There has also been a decline in freshmen entering college directly from high school. Demographic trends also affect residence halls, which in turn affect Greek membership. Greek chapters are suffering from a lack of alumni to provide guidance, financial support, and networking. Topics of concern include: the influence of little sister/little brother organizations as adjuncts to collegiate sororities and fraternities; the use of gender education to improve the image of Greek chapters; the academic aspects of student life; and the problems of substance and alcohol abuse among Greek chapter members. (SW)

ED 297 632 HE 021 591

Adams, Hazard
The Academic Tribes. Second Edition.
REPORT NO.- ISBN-0-252-01441-3
PUB DATE- 88
NOTE- 185p.
AVAILABLE FROM- University of Illinois Press, 54 East Gregory Drive, Champaign, IL 61820 ($21.95 cloth--ISBN-0-252-01441-3; $8.95 paper--ISBN-0-252-06000-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Deans; *Administrator Attitudes; *College Administration; College Faculty; *Faculty College Relationship; *Group Behavior; Group Dynamics; Higher Education; Intellectual Disciplines; Political Influences; Teacher Administrator Relationship

Academic life and politics are discussed in terms of certain principles of tribal behavior that are propounded, on the basis of personal observation, to account for many facets of the behavior of college faculty and administrators and of academic life in general. The discussion is comprised of the following chapters: "A Primer of Academic Politics"; "Stereotypics"; "Tribes: Les Purs et les Appliques" (tribes: the pure and the applied); "Rites de Passage (rites of passage): Coming of Age in Academe"; "The Rhythm of the Year: Solar Rituals"; "Styles and the Decay of Style;" "Bureaucriticism: What's Wrong and Why It Isn't Likely To Be Fixed"; and "Confessio Amantis" confession of a lover). Three essays are appended: "A Political Primer for the Chair of English: Form and Content"; "How Departments Commit Suicide"; and "Definition and/as Survival." (KM)

ED 297 674 HE 021 652

Racial/Ethnic Data for 1984 Fall Enrollment and Earned Degree Recipients for Academic Year 1984-85. E.D. Tabs.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-200
PUB DATE- Jan 88
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Students; *Degrees (Academic); *Enrollment Trends; *Ethnic Groups; Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; Professional Education; Racial Distribution; Sex Differences; Undergraduate Study

Tabulated data are provided on the enrollment and degree awards of higher education students by their racial/ethnic groups for academic year 1984-85. Surveys were sent to 3,379 higher education institutions in the United States and its territories. Tables in this report include institutions in the 50 states and the District of Columbia only. The response rate was 94%. Missing racial/ethnic data were imputed for 264 institutions (108 partial reports and 156 of the 169 nonrespondents). Five racial/ethnic categories were utilized: Black non-Hispanic, American Indian or Alaskan native, Asian or Pacific Islander, Hispanic, and White non-Hispanic. Nine tables, most of them multi-part, provide data on percentage distributions among racial/ethnic group by enrollment status and level, by sex, by type of institution, by state, and by degree. (KM)

ED 297 688 HE 021 702

Origin of Kentucky College and University Enrollments. Fall 1987.
Kentucky Council on Public Higher Education, Frankfort.
PUB DATE- Jun 88
NOTE- 155p.; Reference Number S088159A.
AVAILABLE FROM- Council on Higher Education, West Frankfort Office Complex, 1050 U.S. 127 South, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; College Freshmen; Community Colleges; Educational Assessment; *Enrollment Trends; *Geographic Distribution; Higher Education; In State Students; *Place of Residence; Private Colleges; Professional Education; Residential Patterns; State Colleges; *State Surveys; Two Year Colleges
IDENTIFIERS- *Kentucky

A detailed description about the origin of students in Kentucky state-supported and independent institutions of higher education is features. Information about county and state of origin for all students, first-time freshmen, and professional students is included as well as definitions of terms. Lists of the membership in the Commonwealth of Kentucky Council on Higher Education, senior colleges and universities, junior colleges, and community colleges in Kentucky are provided. All of Kentucky's 120 counties are represented. The regional drawing power of colleges and universities is evidenced by the number of first-time freshmen who enroll at institutions near their home county. Public community colleges are most likely to attract students from home and contiguous counties (93%). Of the senior public institutions, the University of Louisville (77%) and Northern Kentucky University (61%) have the highest home and contiguous county proportions. The University of Kentucky (26%) and Eastern Kentucky University (26%) drew three fourths of their first-time freshmen from other than home or contiguous counties. The average home and contiguous county proportion for the state supported sector was 57%. The 25 reports are on: enrollment by county and state of origin; first-time freshmen enrollment by county and state of origin; first-time professional enrollment by county and state or origin; enrollment by county of origin; total enrollment as a percent of population and first-time freshmen enrollment as a percent of high school graduates by county of origin. (SM)

ED 297 716 IR 013 420

Troester, Rod
The Introduction of New Technology from the User's Perspective: A Message-Q/ing Study.
PUB DATE- May 88
NOTE- 26p.; Paper presented to the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Computer Literacy; Content Analysis; *Guides; Higher Education; *Information Needs; *Learning Processes; Models; Training; Undergraduate Students; Word Processing
IDENTIFIERS- *Sense Making Approach
This study used the sense-making approach of message-q/ing to examine how individuals arrive at an understanding of new technology, in this case, word processing. Subjects were 10 computer naive undergraduate students learning to use word processing as part of a course requirement. Using the WordStar program manual, subjects employed the message-q/ing technique by noting the points in their reading where they would like to, or feel the need to, ask a question, and briefly explain how receiving an answer to their question would have helped their movement through the situation. It was assumed that examining these signal stops (questions or gaps) and the accompanying uses could provide insight into how individuals using such training materials were "making sense" out of, or constructing an understanding of the materials. It was found that 41% of the questions occurred at 12 places where two or more of the subjects identified signal stops of gaps, suggesting consistent patterns where individuals experienced gaps in their understanding of the training manual. At eight of the 12 places, it was found that the subject or topic requiring clarification was the same. It is suggested that this technique could be used by training manual designers to specifically identify and analyze users' questions and information uses in order to compare the sense-making patterns of actual users to those assumed by the designer of the manual. The text is supplemented by three explanatory footnotes and two tables. (21 references) (EW)

ED 297 730 IR 051 911

Report of the Task Force on Facilities, Space and Equipment.
California Univ., Santa Barbara. University Library.
PUB DATE- Mar 86
NOTE- 166p.; Several appendices may not reproduce well because of light and broken type. Blank pages in the original copy have not been filmed. For reports from the other task forces, see IR 051 910-914.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Building Plans; *Facility Planning; Higher Education; Library Equipment; *Library Facilities; *Library Planning; Needs Assessment; Questionnaires; Self Evaluation (Groups); Signs; *Space Utilization; Use Studies
IDENTIFIERS- *University of California Santa Barbara

This report documents an investigation which was conducted to determine how the University of California, Santa Barbara (UCSB) Library can best use its facilities, space, and equipment to meet the needs of users; provide a safe, comfortable workplace for staff; and house and protect its collections. The task force methodology is described, and findings and recommendations are presented for six major areas of concern: space needs/physical layout, equipment, maintenance and security, physical environment, signage, and managing the assignment of space. A 19-item bibliography is provided and the following information is included in 18 appendices: (1) the task force charges; (2) the task force action plan; (3) staff survey questionnaire; (4) department heads survey questionnaire; (5) staff and department heads survey results; (6-9) department heads interview questions, interview notes, summaries of interviews by department, and summaries of interviews by question; (10) walk-through observations; (11) summary of relevant responses to the user survey; (12) reference department relocation proposal; (13) ASF (assignable square feet) projections to 1995; (14) ASF tables; (15) library floor plans; (16) arts library space plans; (17) subject service centers proposal; and (18) service point referral study analysis. (KM)

ED 297 831 JC 880 382

Winchell, Anne
New Start Program: Third-Year Report.
Kingsborough Community Coll., Brooklyn, N.Y.
PUB DATE- Jul 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Advising; Colleges; *College Transfer Students; Community Colleges; *Educational Counseling; *High Risk Students; Intercollegiate Cooperation; Outcomes of Education; Program Descriptions; School Holding Power; Student Improvement; Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- *Reverse Transfer Students
Kingsborough Community College's (KCC) New Start Program is designed to assist students facing dismissal at four-year institutions. After referral by the senior college, students who choose to enroll in New Start are admitted to KCC in good academic standing, are permitted to apply up to 30 previously earned credits toward an associate degree, and are assigned a counselor to assist them with academic, transfer, career, and personal concerns and make appropriate referrals to on- and off-campus support services. Data on the program's achievements during its first three years of operation indicate that: (1) the number of cooperating senior colleges increased from one to nine; (2) about 90% of the participants attended KCC as full-time, day students; (3) continuation rates were usually about 80% for the fall to spring semesters, and 65% for the spring to fall semesters; (4) the 355 students enrolled in New Start in 1987-88 maintained a grade point average of 2.22 and completed 90% of their courses; and (5) of the 473 students participating in New Start since the program's inception, 17% earned degrees or transferred back to senior colleges, 54% were still enrolled at KCC in spring 1988, 20% dropped out, and 9.1% were dismissed from KCC because of poor academic performance. (EJV)

ED 297 890 PS 017 536

Goffin, Stacie G., Ed.
Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).
Missouri Univ., Kansas City. School of Education.
PUB DATE- 88
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Role; *Child Caregivers; Communication (Thought Transfer); Community Coordination; Costs; *Day Care; Disabilities; Early Childhood Education; Educational Quality; Employer Supported Day Care; Family Day Care; *Family Life; Federal Legislation; Government Role; Personnel Needs; Prevention; *Social Change; Staff Development
IDENTIFIERS- *Community Needs; *Missouri (Kansas City)

These conference proceedings are based on an invitational community forum held in Kansas City, Missouri on December 6, 1987. The purpose of the forum was to provide an opportunity for people with different perspectives on child care to meet together. It was hoped that broadening participants' perspectives on child care issues might increase people's ability to work with each other on this complex enterprise. Participants were early childhood specialists; center and family child care providers from profit and not-for-profit suburban, urban, and inner-city programs; community decision-makers; employers; and parents from various income levels and family backgrounds working in jobs with varying degrees of flexibility. The forum was divided into two parts. First, a national overview on the child care issue was provided by Bernice Weissbourd, founder and president of Family Focus, Inc. and The Family Resource Coalition. She was followed by a panel of four parents who had each experienced child care in a different way. A second panel of presenters representing other constituencies in the child care arena then presented their perspectives. In the second part, six break-out groups held discussions. Transcripts of both parts are provided. (RH)

ED 297 529 EC 210 380

Moore, Susan
Multidisciplinary Team Staffing Practicum.
Denver Univ., CO. Dept. of Speech Pathology and Audiology.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 87
NOTE- 20p.; In: Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report; see EC 210 376.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiology; *Communication Disorders; Delivery Systems; Higher Education; *Parent Education; *Parent School Relationship; *Parent Teacher Conferences; Preschool Education; *Professional Education; Speech Pathology; Therapists
One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders, the paper describes the project's model of multidisciplinary team interaction involving parents as integral to team function. The program stresses the developmental interaction approach to orienting trainees to their role as facilitator in developing parental advocacy. The professional's role is seen to be one of educator, advisor, support system, and in some cases coordinator in facilitating parents to be active participants in their role as the child's advocate. This was accomplished through two preparatory conferences prior to the interdisciplinary parent conference/staffing meeting as well as a post staffing conference meeting and follow-up. Outlined are the roles of the parent advocate and the coordinator at multidisciplinary staffings with associated evaluation forms. (DB)

ED 297 570 FL 017 212

Ingram, D. E.; Clapham, Caroline
ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
Lancaster Univ. (England). Inst. for English Language Education.
SPONS. AGENCY- British Council, London (England).
PUB DATE- Jan 88
NOTE- 31p.; Paper presented at the combined Annual World Congress on Language Learning of the Federation Internationale des Professeurs de Langues Vivantes (16th) and Biennial National Languages Conference of the Australian Federation of Modern Language Teachers Associations (7th, Australian National University, Canberra, Australia, January 4-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); English for Academic Purposes; Foreign Countries; Foreign Students; Higher Education; International Cooperation; *Language Proficiency; *Language Tests; *Standardized Tests; *Test Construction
The English Language Testing Service (ELTS) Revision Project is a joint British and Australian effort to develop a new test of English language proficiency for use with foreign students. The existing test, in use for seven years, is being radically revised to combine indirect, semi-direct, and direct test types and to focus on both general and academic language proficiency. The report explains the project's purpose, discusses Australia's interest in the test's revision, describes the current test's construction and use, and outlines the revision project. The latter section discusses the reasons for making substantial changes, the pattern, content, and administration of the revised test, the research team, and the future of the project. The new test is scheduled for initial use in Britain, Australia, and Canada in 1989. It is concluded that the revised test will be an essentially new test reflecting the state-of-the-art in language testing. It will be administered to tens of thousands of foreign students each year and may substantially affect students' courses of study. It is also considered to be commercially viable and subject to ongoing research because of the data base it will generate. (MSE)

ED 297 660 HE 021 628

Time to Degree in California's Public Universities. Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Mar 88
NOTE- 117p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; *Academic Persistence; *College Students; *Degrees (Academic); Financial Needs; Higher Education; Questionnaires; Student Costs; Student Educational Objectives; Student Financial Aid; Student Motivation; Student Needs; *Student Problems; Success; Surveys
IDENTIFIERS- *California; California State University; *Time to Degree; University of California

Studies conducted by the University of California and California State University, concerning the time students take to complete the baccalaureate degree, are synopsized and reported. The methodology, findings, and conclusions of each report are provided separately, and the reports themselves are appended, along with the survey instruments. A synopsis of the two reports shows several similarities in their findings: (1) a cluster of factors in both reports concerning students' financial needs and corresponding needs for extensive employment and a lower courseload; (2) changing majors; (3) difficulty in getting required classes; (4) taking courses for personal interest rather than for degree requirements; and (5) needing better or more timely advising. Two recommendations are made: that the California Student Aid Commission carefully consider the implications of these studies in determining whether changes are needed in California's student aid programs; and that both universities should continue to try to reduce the negative causes of delayed graduation and should take action to improve academic advising and access to required courses. Contains 10 references. (KM)

ED 297 702 IR 012 537

Computer Literacy: Course Description and Computer Awareness: Module Syllabus.
Kirkwood Community Coll., Cedar Rapids, Iowa.
PUB DATE- 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Faculty; Community Colleges; Computer Assisted Instruction; *Computer Literacy; Course Descriptions; *Independent Study; Inservice Teacher Education; *Learning Modules; *Microcomputers; *Objectives; Programing; Programing Languages; Teaching Methods; Two Year Colleges; Videotape Cassettes
IDENTIFIERS- Kirkwood Community College IA

This course description outlines an independent-study computer awareness course for community college faculty that uses videotapes, computer-assisted instruction, and individual study modules. The outline includes the rationale for the course and the media to be used; time required to complete the course; the goals of the course; the topics covered by the five course modules; the teaching methods to be used (closed circuit television, study guide, and hands-on use of a microcomputer); evaluation (each module contains a self-test segment); and the required course materials (a diskette for the modules on computer usage and/or computer programming). The modules cover: (1) computer awareness (history of computers, their impact on society, and applications in various areas); (2) computer concepts (terminology, elements of computer systems, types of primary storage, internal data representation, hardware, software, and methods of processing data); (3) computer usage (commercial software selection and acquisition, hands-on computer usage); (4) programming in BASIC and other languages (problem analysis, starting up BASIC, BASIC commands and statements, advanced concepts, programming examples, changing existing programs, and other programming languages); and (5) integrating the computer into the curriculum. The syllabus for the first module, which is included in this document, provides a statement of behavioral objectives, lists the module sequence, estimates the time required for completion, lists key terms and phrases, and presents information on the three topics covered. (DJR)

ED 297 744 IR 052 416

Barnes, Joseph W.
Practical and Effective Point-of-Use Library Guides from the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Abstracts; *College Libraries; Higher Education; *Indexes; *Information Seeking; *Library Guides; Library Instruction; *Library Services; Reference Materials; Undergraduate Students; User Needs (Information); Word Processing
Arguing that providing instruction in the use of common indexes and abstract services is one of the most repetitious, most important, yet most time-consuming activities of the college reference librarian, this guide notes reasons why students fail to take full advantage of currently available guides to the use of common indexes and abstract services. These reasons include such common faults as illegibility, wordiness, and the use of jargon. Ways in which good printed guides can help reduce repetitious tasks and supply a vital supplement to group and individual instruction are then described. Offered here is a new series of 17 point-of-use guides which were created at the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo, to overcome the aforementioned objections and to teach undergraduate students how to access basic information sources. Suggested as models of legibility and user-friendliness, these guides exclude extraneous information, supplying the minimal amount of information required to make effective use of a printed index. Instructions in their use are free of specialized vocabulary and guide the user in a step-by-step fashion. The introduction offers advice on instructional uses for such guides and on the mechanical details of their production. The 17 guides constitute the major part of the document. (Author/CGD)

ED 297 860 PS 017 489

Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
Alaska State Dept. of Education, Juneau.
SPONS. AGENCY- Alaska State Dept. of Community and Regional Affairs, Juneau.
PUB DATE- 19 Jun 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Extended School Day; Guidelines; *Latchkey Children; Models; *Program Administration; *Program Implementation; Records (Forms); *School Age Day Care; *School Role
IDENTIFIERS- *Alaska

This guidebook begins with a definition of the term "latchkey," which is followed with guidelines for Alaskans interested in starting a program for latchkey children. Discussion focuses on: (1) surveying parents; (2) determining costs; (3) planning space; (4) developing a culturally sensitive curriculum that is responsive to the special problems of school-age children; (5) hiring staff; (6) describing jobs and limiting staff turnover; (7) training staff; (8) obtaining insurance; (9) becoming licensed through the Alaska Department of Health and Social Services; (10) obtaining certification through the Alaska Department of Education; and (11) conducting program evaluation and monitoring. A sample parent survey form, a checklist for use in organizing a program, a sample budget, and a year-long staff training schedule are included in the text. The concluding section contains brief discussions of a few model latchkey programs in Alaska and federal legislation authorizing funds for school-age child care programs. A list of resource agencies, associations, and publications is also provided. (RH)

ED 297 875 PS 017 511

Moore, Shirley G.
Social Development of the Young Child: Two Theories, Two Stories.
PUB DATE- Jun 87
NOTE- 10p.; In: The Lipman Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attachment Behavior; Infants; *Interpersonal Competence; Peer Relationship; *Prosocial Behavior; *Social Development; *Social Responsibility; Theories; *Young Children
IDENTIFIERS- *Social Learning Theory
This presentation describes young children's social development, beginning with infancy and spanning the early childhood years. Topics include: (1) attachment when the infant is very young; (2) a social-learning theory view of the early months of life; (3) the onset of prosocial behavior and responsibility; and (4) competence in the early childhood peer group. An hypothesis is proposed to explain why attachment theory predicts early competence better than research from a social learning orientation, and the hope is expressed that attachment theorists and social learning theorists can pool their insights regarding development. The discussion of prosocial behavior and responsibility focuses on a cluster of child behaviors that are central to socialization and that require the caregiver to take the best from attachment theory and social learning theory: non-egocentric behaviors such as empathy, sympathy, consideration for others, fairness, and social responsibility. Particular attention is given to the work of Baldwin (1948), Hoffman (1963), and Baumrind (1971) concerning, respectively, discipline styles, parent influence on children's consideration for others, and parent-child interaction styles and social responsibility in young children. Early childhood settings appear to be effective training grounds for young children's social competence; in particular, social perspective-taking and consideration for others. (RH)

ED 297 516 EC 210 367

Bennett, Teresa C.
Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Disabilities; *Educational Needs; Educational Therapy; Helping Relationship; *Home Programs; Infants; *Intervention; Needs Assessment; Parent Counseling; Parent Education; Preschool Education; *Teacher Education Curriculum; *Teacher Role; Teaching Skills; Toddlers; Training
IDENTIFIERS- *Early Intervention
Though personnel preparation programs for interventionists working with infants, toddlers, and preschoolers focus on the same competencies, there is content which is unique to teaching the infant or toddler in the home and teaching a preschooler in the classroom. Content is suggested for training early interventionists to deliver services to 0-2-year-old children in home-based settings, recognizing the different roles such practitioners fulfill in relation to families. The training should emphasize: (1) family intervention skills, including assessing family needs, recognizing family strengths, identifying resources, helping effectively, listening and attending, and understanding adult learning strategies; and (2) child intervention skills, including knowledge of infant learning techniques, caregiver-child interaction, observation skills, medical issues, working in non-traditional settings, utilizing formal and informal community resources, and effectively functioning as part of a team. (Author/JDD)

ED 297 557 EC 210 609

Adapting Instructional Materials for Mainstreamed Students. Abstract IX: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jun 87
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 284 383.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; Curriculum Development; *Disabilities; Educational Media; Elementary Secondary Education; *Instructional Materials; *Mainstreaming; *Material Development; Mathematics Instruction; *Media Adaptation; Microcomputers; Science Instruction; Social Studies; Student Needs; *Textbook Preparation; Textbooks

Summarized is a report by Jane Burnette titled "Adapting Instructional Materials for Mainstreamed Students," which describes federally sponsored projects to develop publishable supplements and adaptations of popular textbooks for use with mainstreamed handicapped students. The modifications were made to elementary curricula in science and social studies and to secondary school curricula in science, social studies, and mathematics. The eight-step process used by the projects in curriculum adaptation is outlined. The projects created a number of imaginative products to adapt the texts, including computer-based aids and instructional media such as audiocassettes, prereading organizers, framed outlines, study guides, and worksheets. These projects demonstrated that it is possible to develop materials based on widely-used textbooks that: (1) meet student and teacher needs, and (2) produce learning results for mainstreamed students comparable to those produced by the original text for the general student population. (JDD)

ED 297 603 FL 017 534

Morales, Maria E.
The Functional Approach Categories and Technique Strategies Language Arts Model.
PUB DATE- Jun 87
NOTE- 21p.; Paper presented at the Annual University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (7th, Tampa, FL, June 19-20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Communication Skills; *English (Second Language); *Limited English Speaking; *Notional Functional Syllabi; Second Language Instruction; State Departments of Education
IDENTIFIERS- *Texas
Texas' Functional Approach Categories and Technique Strategies (FACTS) Language Arts Model was designed to assist teachers of limited-English-proficient (LEP) children in effective instruction of communication skills. To do this, children (1) must be taught that language is an adaptable instrument that helps them fulfill their needs, and (2) must be involved in activities and experiences that will help them recognize the purpose for using specific language functions for success in a given situation. The model provides techniques for the teacher of English as a second language (ESL) to promote good feelings in the classroom, gives guidance in selecting and implementing classroom learning activities, provides practical ideas for encouraging student participation, and suggests approaches for monitoring and gaining feedback on instructional activities. Emphasis is placed on teacher control of a pleasant classroom tone, interest provided by a variety of learning activities, accountability, and feedback. (MSE)

ED 297 633 HE 021 599

Barry, Edwards
The Economic Impact of Georgian Court College on the Local Economy.
Georgian Court Coll., Lakewood, NJ.
SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- May 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Church Related Colleges; Educational Finance; Expenditures; Higher Education; Liberal Arts; Mission Statements; Private Colleges; Questionnaires; *School Community Relationship
IDENTIFIERS- *Economic Impact; *Economic Influences; *Georgian Court College NJ

This analysis initiates Georgian Court College administrative effort to assess the impact of the college on the local economy. As sources of economic impact, specific attention is given to: number of persons employed by the college; amount of money expended by the college (salaries, locally delivered goods and services, and locally produced utilities); amount of money expended locally by administrators, faculty and students; and amount of local property taxes paid by the college. The study also examines the effect of college-related enterprises, college banking practices, and local purchases by local businesses in support of their college-related business volume. The study is intended to serve as a model for periodic measurement of these and other local economic impacts. Following a profile of the institution and the local economy, the literature on the subject is reviewed, and the multiplier concept and the college as a participant in the local economy are discussed. Supporting data concerning college statistics and the demographics and economic status of the local area are provided in charts, and the measurement and calculations on all of the economic indicators are summarized. The college's mission statement and a data collection guide are appended. The document concludes with an annotated bibliography of 18 items and 16 additional references. (KM)

ED 297 647 HE 021 615

Reithlingshoefer, Sally J., Ed.; Sanford, James F., Ed.
Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).
George Mason Univ., Fairfax, Va.
PUB DATE- Apr 88
NOTE- 593p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Students; Bachelors Degrees; College Curriculum; *College Programs; *Continuing Education; Distance Education; External Degree Programs; Faculty Development; Higher Education; *Interdisciplinary Approach; *Nontraditional Education; *Nontraditional Students; Outcomes of Education; Student Evaluation; Teaching Methods; Two Year Colleges; Undergraduate Study
A total of 72 papers on nontraditional and interdisciplinary programs are presented in 11 tracks: (1) Assessing Learning Outcomes and Providing Quality in Non-Traditional Degree Programs (8 papers, including "Assessing the Quality of a Non-Traditional Degree Program: A Case Study," by Solomon Deressa and Mary Sue Simmons); (2) Consortial, Cooperative and Collaborative Programs (5 papers, including "Partnerships for Articulation-Successful Models of Cooperation between Two-Year Colleges and a University" by Kay Hill); (3) Educating through Communication Technologies (3 papers, including "Teaching Introductory Humanities on Cross-Campus Televideo," by Arnold Bradford, Donald Frantz and Dee Wayne White); (4) Experiential Learning Assessment and Portfolio Evaluation (6 papers, including "Granting Academic Credit for Life Experience," by Thomas Kowalik); (5) Extending Liberal Learning (5 papers, including "A Cost Effective Graduate Program for the Small Colleges: New Methods and Markets from an Old Model," by A. Patrick Allen); (6) Nontraditional/Interdisciplinary Courses (6 papers, including "Integrating Biology and Literature while Maintaining the Integrity of the Disciplines," by Frank P. Riga and Kenneth R. Barker); (7) Non-traditional/Interdisciplinary Faculty Development (4 papers, including "The Relationship between Faculty Stress and Professorial Style: Do Commitment and Non-Traditional Teaching Methods Lead to Stress?" by Honey W. Nashman and Carol H. Hoare); (8) Non-traditional Undergraduate Programs (13 papers, including "Pace Block XIV: Labor & Economics: An Example of Non-Traditional & Inter-Disciplinary Education for Adults," by Mary-Curtis Browning; (9) Special Programs for Special Students (8 papers, including "Earning Degrees on Weekends," by Helen Dailey); (10) Supports and Deterrents for Non-traditional Students (9 papers, including "The Goodrich Scholarship Program, a Retention Model for Low-Income Students," by Donald C. Dendinger and Joseph Valadez); and (11) Teaching Thinking, Learning and/or Writing Skills (5 papers, including "Laptop and Desktop Computers as Resources for Enhancing the Writing Skills of Adult Students," by Peter Balsamo and Pat Kuiken). References are provided with the papers. (KM)

ED 297 790 JC 880 293

Kolatis, Maria
Designing a Curriculum for Computer Students in the Community College.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Computer Science; *Curriculum Development; Curriculum Problems; *Educational Needs; Educational Strategies; Technical Education; Technological Advancement; Transfer Programs; Two Year Colleges
An overview is provided of the institutional and technological factors to be considered in designing or updating a computer science curriculum at the community college level. After underscoring the importance of the computer in today's society, the paper identifies and discusses the following considerations in curriculum design: (1) the mission of the college to fulfill both career preparation and transfer functions; (2) the influence exerted by the Association for Computing Machinery (ACM), which has published guidelines for computer science, information systems, vocational-technical, and health computing curricula; (3) the needs of the business/industrial community; (4) the needs and interests of students; and (5) state mandates. In light of these considerations, several conclusions about curriculum design are presented. First, programs should be designed to be viable for several years, given a two-year lag time for program development and rapid changes in technology. Second, no one curriculum will satisfy the needs of all students and the community. Third, the associate of science degree program in computer science cannot differ radically from the first two years of four-year college programs. And fourth, strong mathematics and science backgrounds are advantageous for computer science majors. A sample curriculum, based on ACM guidelines, and sample course descriptions are provided. (EJV)

ED 297 804 JC 880 349

Head, Ronald B.
PVCC Full-Time Students: Fall Quarter 1987. Research Report No. 5-88.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Jul 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Background; Employment Patterns; Enrollment; *Enrollment Influences; *Full Time Students; Questionnaires; School Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
In fall 1987, after a 5-year decline, full-time enrollment at Piedmont Virginia Community College (PVCC) rose dramatically by 18.8%. In response to the increase, a study was conducted to determine the characteristics of full-time students and the factors influencing their enrollment. The Virginia Community College System provided data on the demographic and enrollment characteristics of both full- and part-time students, and PVCC surveyed all 799 full-time enrollees to determine their reasons for attending full time. Study findings, based on a 33.67% response rate, included the following: (1) unlike part-time students, most of the full-time students were recent high school graduates, seeking an associate degree and eventual admission to four-year colleges or universities; (2) 70% of the respondents held full- or part-time jobs; (3) 66.2% were attending PVCC to prepare for transfer to a four-year institution; (4) parents and friends were rated as the most important influences on students' decisions to enroll at PVCC, though advertisements and publicity were also highly influential; and (5) 62.5% of the respondents claimed that cost was a factor in deciding to attend college. The survey instrument is appended. (AJL)

ED 297 818 JC 880 363

Jensen, Robert; And Others
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
Rancho Santiago Community Coll., Santa Ana, Calif.
SPONS. AGENCY- Accrediting Commission for Junior Colleges, Modesto, Calif.; Association of California Community Coll. Administrators.; California Association of Community Colleges, Sacramento.; California Community Colleges, Sacramento. Academic Senate.; California Community Colleges Trustees Association, Sacramento.
PUB DATE- Apr 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Programs/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Educational Assessment; Educational Quality; *Evaluation Criteria; *Outcomes of Education; Program Evaluation; *School Effectiveness; Two Year Colleges
This workshop proceedings presents summaries of the presentations of four speakers and recommends criteria and measures for determining institutional effectiveness. After introductory comments on the sponsorship and format of the workshop, the paper highlights the major points made by Carol Boyer, who reviewed recent research and other efforts concerning the assessment of effectiveness; Peter Consacro, who spoke about the performance-based funding procedure for higher education used in Tennessee; Edward Morante, who described the background, implementation, and results of New Jersey's state outcomes program; and James Rogers, who addressed accreditation by the Southern Association of Colleges and Schools. Next, general criteria for measuring institutional effectiveness are presented for general, transfer, and vocational education; basic skills; student support services; community needs and involvement; and cultural awareness. The final sections recommend quantitative measures of: (1) the adequacy of equipment, facilities, and grounds; (2) the degree to which community needs for cultural, global, and political awareness are met by courses, counseling, and outreach; (3) student understanding of the liberal arts, sciences, and vocations through general education; (4) program sensitivity to cultural differences and student cultural awareness; (5) the adequacy of English as a Second Language and high school equivalency offerings; (6) the effectiveness of transfer programs; (7) the provision of access to education; (8) the quality of vocational programs; (9) the relevance of community services to district needs; and (10) the ability of the college to financially support the programs and services it offers. A list of participants is attached. (EJV)

ED 297 846 PS 017 448

Fadden, Constance Joan
A Research Report on Essential Factors Germane to a Child's Readiness for First Grade.
PUB DATE- Aug 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Definitions; Grade 1; *Identification; Individual Differences; Kindergarten Children; *Parent Role; Preschool Children; Primary Education; *School Readiness; *Screening Tests; Stress Variables; *Student Placement
This report offers answers to four basic questions about children's readiness for school: (1) What does being ready for school mean? (2) How can practitioners best identify and assess readiness? (3) How important is readiness? and (4) How do children who are ready get ready, and how do children who are not yet ready become ready? It is argued that readiness should be viewed as a continuum. Few children are completely ready or unready upon entering school. Because readiness is a combination of many factors, no single factor should be used to determine readiness. Assessment should involve readiness scores, classroom behavior, emotional development, and parental input, as well as the child variables of curiosity, determination, and motivation. Fairly simple readiness tests are available for use in assessing readiness. These include the Gesell Pre-school and School Readiness Tests and the Metropolitan Readiness Test. Readiness is important because children "overplaced" in educational settings may experience organismic strain, stress, and developmental difficulties. They may become reluctant learners. Parents play an important role in promoting their children's readiness by providing opportunities to explore new environments and develop vocabulary in an atmosphere rooted in love, fun, and the absence of anxiety. (RH)

ED 297 774 IR 052 495

Ream, Sally
Literature of Allied Health. Second Edition.
Medical Library Association, Chicago, Ill.
PUB DATE- 82
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Allied Health Occupations; Audiovisual Aids; *Library Collection Development; *Library Materials; *Medical Libraries; Professional Continuing Education; *Reference Materials; Resource Materials

This course text provides an outline of the literature of the allied health fields for librarians and others whose functions include providing operational and/or educational library support to allied health professionals and paraprofessionals. After consideration of what the allied health fields involve, including information on education, licensing, certification, and registration, the allied health users information needs are discussed. Collection development and information resources for the field are then examined, and online searching and audiovisual materials are considered. Bibliographies are provided for several representative fields including respiratory therapy, radiological technology, medical laboratory technology, medical records technology, physical therapy, EEG (Electroencephalographic) technology, emergency medical technology, and surgical technology. (Author/EW)

ED 297 503 EC 210 354

Lee, Charles C.; And Others
Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 16p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Small print may affect readability.
GRANT- G0083C0020
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Computer Terminals; *Disabilities; Electromechanical Technology; *Input Output Devices; Intervention; Keyboarding (Data Entry); *Microcomputers; Needs Assessment; *Occupational Therapy; *Performance Factors; Program Effectiveness; Vocational Rehabilitation

Three conference papers on rehabilitation technology, authored by staff members of the Trace Research and Development Center, form this collection. The first, "Keyboard Equivalent for Mouse Input" by Charles Lee and Gregg Vanderheiden, describes implementation of a keyboard mouse input device using the numeric keypad. The paper discusses experimentation with such features as smooth point motion, single pixel motion, and adjustable speed and acceleration of the pointer. The second paper, "Using the Occupational Therapy Comprehensive Functional Assessment (OTCFA) To Evaluate the Efficacy of Technological Intervention in Rehabilitation" by Roger Smith, reviews the historical development of rehabilitation assessments. It describes the introduction of a tool to integrate various aspects of functional assessment and provide a standard, comprehensive method for assessing the overall performance of an individual, including the technological equipment and environmental factors contributing to performance. The final paper, "Features To Increase the Accessibility of Computers by Persons with Disabilities: Report from the Industry/Government Task Force" by Gregg Vanderheiden, Charles Lee, and Lawrence Scadden, discusses the Task Force's efforts to identify difficulties faced by disabled persons in the use of standard computers, possible approaches for reducing the difficulties, and current microcomputer features which facilitate use by disabled persons. (JDD)

ED 297 544 EC 210 395

Stark, Joel; And Others
Increasing Verbal Behavior in an Autistic Child.
PUB DATE- Feb 68
NOTE- 9p.; For related document, see EC 210 394.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Autism; *Behavior Change; *Behavior Modification; Case Studies; Compliance (Psychology); Expressive Language; *Interpersonal Competence; *Intervention; *Language Acquisition; Receptive Language; Social Development; Young Children
The article describes language development techniques used with a 5-year-old autistic boy to increase his verbal behavior. Intervention consisted of 1.5 hour sessions four times a week over an 8-month period. The intervention focused on increasing nonvocal imitation, vocal imitation, verbal labeling, and verbal discrimination. Development of nonvocal imitation required physical guidance and immediate rewards. Then vocal imitation of sounds in gradually increasing complexity was encouraged through shaping and immediate reinforcement. Verbal labeling began with responding to symbols and pictures progressing to labeling with a sound an object or person. The child learned to label about a dozen pictures and objects. Verbal discrimination was developed by having the child respond appropriately to a variety of commands differing in the object to be obtained or placed. After the intervention the child was able to imitate words with up to four phonemes, to copy letters and figures, and to follow more complex verbal commands. (DB)

ED 297 587 FL 017 496

Spencer, Mary L., Ed.
Chamorro Language Issues and Research on Guam. A Book of Readings.
Guam Univ., Mangilao. Coll. of Education.
PUB DATE- 87
NOTE- 214p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Chamorro; Child Language; *Diachronic Linguistics; *English (Second Language); Ethnic Groups; *Language Attitudes; Language Maintenance; *Language Research; Oral Language; Public Policy; *Regional Dialects; Special Education; Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Guam

A collection of research reports concerning language issues on Guam includes: "Language Survival, the Ideology of English and Education in Guam" (Robert A. Underwood); "American Policies and Practices Affecting Language Shift on Guam: 1898-1950" (Rosa S. Palomo); "Is Bilingual Education a Friend or Foe of the Indigenous Languages of the Marianas?" (Samuel Betanes); "Chamorro Child Language" (Carol Odo); "Studies of Chamorro and English Oral Language Proficiency with Chamorro Children in Guam" (Mary L. Spencer, Rosa Palomo, Nelia Vela); "A Survey of Language Use Attitudes in Guam" (Carol Odo); "The Development of Linguistic Attitudes Toward Guamanian Dialect English and Standard English" (Julieta Babasa); "Ethnic Inequalities in Guam's Special Education Programs" (Nerissa Lee); and a discussion of the implications for research and development (Mary Spencer). (MSE)

ED 297 618 HE 021 294

Guidelines on the Uses of College Board Test Scores and Related Data.
College Board, New York, NY.
PUB DATE- 88
NOTE- 17p.
AVAILABLE FROM- The College Board, 45 Columbus Ave., New York, NY 10023-6992.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Achievement Tests; College Admission; College Credits; Counseling; Higher Education; *Scores; *Standardized Tests; Student Placement; Student Recruitment; *Test Interpretation; Test Validity
IDENTIFIERS- *College Entrance Examination Board

The purpose of these guidelines is to highlight proper and beneficial uses of College Board test scores and related data and to caution against uses that are inappropriate. The guidelines describe the College Board's responsibilities and those of users of the test scores. Other topics addressed include: use of test scores in counseling, recruiting of students, college admissions, placement and credit; and avoiding the misuse of test scores. The use of aggregate scores is also addressed to clarify the appropriate use of average scores and other aggregate score data and to describe the limitations of using average scores to compare the overall effectiveness of educational institutions. Names of members of the Council on Entrance Services are also provided. (KM)

ED 297 675 HE 021 654

Statistical Summary of Missouri Higher Education 1987-1988.
Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE- 88
NOTE- 166p.
AVAILABLE FROM- Missouri Coordinating Board for Higher Education, 101 Adams, Jefferson City, MO 65101.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Bachelors Degrees; Black Education; Degrees (Academic); Doctoral Degrees; Educational Finance; *Enrollment Trends; Ethnic Groups; Faculty; Full Time Equivalency; Full Time Students; Geographic Distribution; *Higher Education; Masters Degrees; On Campus Students; Part Time Students; Private Colleges; Public Colleges; Racial Composition; *State Surveys; Student Financial Aid; Tenured Faculty; Two Year Colleges
IDENTIFIERS- *Missouri

Statistical information on higher education in Missouri is presented with an emphasis on data most frequently requested by members of the Missouri Coordinating Board for Higher Education, staff of colleges and universities, state government officials, and the general public. Maps showing the location of Missouri institutions are provided along with a list of institutions by designated sectors. The areas of interest outlined by use of statistical tables are: current student enrollment data (public and independent institutions); student characteristics (public institutions); enrollment trends; degrees conferred; financial statistics (public institutions); staff; and student financial aid (public and independent institutions). Information is presented first in the form of an executive summary and then in tables. The appendix provides a classification of instructional programs, which is used in all U.S. Department of Education Center for Education Statistics surveys and is the accepted government standard for education information surveys. (SM)

ED 297 689 IR 011 902

Kestuck, Edwin Noum; And Others
Computer Education Curriculum. Student Goals and Activities, Grade 6, MSAD #5.
Maine School Administrative District #5, Rockland.
PUB DATE- Mar 85
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; Curriculum Development; Grade 6; Intermediate Grades; Learning Activities; *Microcomputers; Programing; *Resource Materials; Teacher Developed Materials; Teaching Methods
Designed to provide teachers with a set of goals, activities, and supporting resource materials that will assist them in providing students with opportunities to acquire computer skills, knowledge, and understanding, this document presents major concepts and related assignments for a proposed computer curriculum. Topics covered include: the historical development of computers; the computer's impact on the future of society; the vocabulary of terms related to the computer and computer use; correct computer task applications; and computer programming. A variety of hands-on applications and concept instruction is provided throughout; in addition, a pre/post test is included. A significant portion of the document consists of an appendix which includes diagrams, sample keyboards, a list of computer terms, computer operation instructions, educational games, sample programs, eight programming lessons to be completed by students (answers provided), a list of references, and an answer key for the pre/post test. The Meet the Computer Kit referred to is recommended for use by others; however, it is not included. (JB)

ED 297 731 IR 051 912

Task Force on Organization, Coordination and Staffing. Final Report.
California Univ., Santa Barbara. University Library.
PUB DATE- 7 Mar 86
NOTE- 171p.; For reports from other task forces, see IR 051 910-914.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Administrative Organization; Charts; Communication (Thought Transfer); Higher Education; *Library Administration; *Library Personnel; Organizational Climate; *Personnel Management; Recruitment; Self Evaluation (Groups); Staff Development; Surveys; Training
IDENTIFIERS- *University of California Santa Barbara

This document describes an investigation of the adequacy of the University of California, Santa Barbara (UCSB) Library's organizational structure, organizational climate, staffing patterns, training, career development, and communication to meet the needs of a postulated public services environment of 5 to 10 years in the future. Discussion of the study methodology, highlights of interviews with members of the library administration and a survey of library staff, are included. The findings and recommendations are presented in four sections, each of which is devoted to a task force goal for one of the following major study components: (1) the structure, management, and staffing patterns of the library's public services; (2) hiring practices, training programs, and career development programs; (3) organizational climate; and (4) formal and informal communication networks. A bibliography and other supporting materials are included as part of each section. It was concluded that significant change must take place within the UCSB Library to effectively meet future client and societal expectations. The survey instrument and survey response data are appended. (KM)

ED 297 760 IR 052 480

Lamb, Donald K.; And Others
Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 88
NOTE- 137p.; For planning guides for 1984-1986, see ED 244 628, ED 256 366, and ED 265 500.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bulletin Boards; Elementary Education; Films; Games; Guidelines; Handicrafts; *Library Services; *Preadolescents; Program Development; *Public Libraries; Puzzles; *Reading Programs; *Summer Programs; Theater Arts; Visual Impairments; *Young Children
IDENTIFIERS- *Wisconsin

A compilation of materials contributed by and developed with the cooperation of Wisconsin librarians and Ohio's 1987 summer reading program, this planning manual provides guidelines for planning and promoting summer programs for young people by librarians in the state of Wisconsin. The theme of the program, "Summer Splash," is intended to conjure up vivid images of bright colors, water sports, and family-oriented activities. Topics covered by the manual include: (1) Planning and Promoting of Programs (basic guidelines); (2) Decorating the Library (display, decorating, name tag ideas, bulletin boards); (3) Programs and Activities (sample programs, fingerplays, stories, a play, crafts); (4) Giveaways and Games (clip art, puzzles, answer keys, mazes, coloring pages); (5) Performing Artists; and (6) Resources (books, films, resources for the visually impaired). Appropriate grade levels are indicated for many of the activities and resources. (CGD)

ED 297 832 JC 880 389

Report of the Student Evaluation of the Milwaukee Area Technical College. MATC Student Survey Cooprehensive Report.
Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
PUB DATE- Aug 88
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Weekend Programs

In April 1988, a survey was conducted at Milwaukee Area Technical College (MATC) to enable students to evaluate the college's functions, services, and facilities, and to gather data to construct profiles of MATC's day, evening, and weekend college students. Questionnaires were administered in class to 7,362 students (out of a total college population of about 32,000), including 2,826 day, 3,715 evening, and 306 weekend college students. Study findings included the following: (1) 55% of MATC students were women; (2) between 1980 and 1988, the median age of day and evening students increased from 26.4 years to 28.4 years; (3) 37% of the day students, 40% of the evening students, 43% of the weekend college students, 39% of the students attending evening centers, and 48% of the TV College students had dependent children; (4) 3.4% of the responding students spoke an Asian language at home; (5) 35% of the day students and 20% of the evening students were minorities; (6) 7% of the day students, 5% of the evening students, and 5% of the weekend college students were physically handicapped; and (7) respondents gave the highest ratings to the following aspects of their MATC experience: the way they had been treated by faculty, quality of instruction, satisfaction with courses, availability of instructors, and instructional facilities. Tables showing survey responses by campus and the questionnaire are included. (EJV)

ED 297 891 PS 017 542

Early Childhood/Parent Involvement. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
Michigan State Board of Education, Lansing.
PUB DATE- May 87
NOTE- 66p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Demonstration Programs; *Early Childhood Education; *Educational Improvement; *Parent Participation; Profiles; Program Descriptions; Public Schools; *School Districts; *Validated Programs
IDENTIFIERS- *National Diffusion Network Programs
This booklet contains abstracts describing more than 60 adult education These projects have been developed by individual school districts throughout the nation in response to local needs, and are available for adoption by other districts. Introductory materials provide a table of contents, an index of programs by category and an index of programs by grade level for which the programs have been validated. Some programs have been used successfully at grade levels other than those for which they have been validated. Abstracts provide information in several categories, such as audience, project characteristics, requirements, costs, services, and name, address, and phone number of contact persons. (RH)

ED 297 530 EC 210 381

Hendrickson, Jo M.; And Others
Implementing Data Based Decisions for Instruction: A Guide to Data-Based Decisions for Teaching Students with Learning Disabilities.
PUB DATE- Mar 88
NOTE- 46p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988). Figures 1, 2, and 5 contain small marginally legible print.
AVAILABLE FROM- Jo M. Hendrickson, J282 Health Center, Gainesville, FL 32610. Please request "A Guide to Data-Based Decisions for Teaching Students with Learning Difficulties."

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Decision Making; Diagnostic Teaching; *Disabilities; *Educational Technology; Evaluation Methods; *Precision Teaching; Recordkeeping; Student Educational Objectives; *Teaching Methods
IDENTIFIERS- *Data Based Instruction

The monograph describes various aspects of data collection, analysis and data-based decision-making for the regular or special education classroom teacher. Direct and repeated measurement of student progress and program effectiveness is advocated. Four fundamental steps are outlined: (1) identify instructional objectives and collect data on student performance; (2) display the data graphically; (3) examine the data and identify trends; and (4) use basic data decision rules to guide instructional decisions. The concept of "stages of learning" is introduced in relation to use of percent and rate data. Use of correct-to-error ratios and trials-at-criterion standards for setting performance goals is presented. Strategies for determining objectively when and how to change instruction are discussed. Instructional modification involves changing one or more of four basic program elements: general setting events, antecedent events, subsequent events, and the contingency arrangement. Finally, guidelines for implementing data-based instruction and making data-based decisions with students who are low achieving, exceptional and at-risk for dropping out are offered. (Author/DB)

ED 297 661 HE 021 629

Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 2 Feb 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; *Alcohol Abuse; Colleges; *Drug Abuse; Higher Education; Information Dissemination; *Intercollegiate Cooperation; *Networks; Policy Formation; Program Development; *Standards; Universities

The background, goals and standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse are described. The network was formed in 1987 at the instigation of the Office of Educational Research and Improvement, U.S. Department of Education. A planning group met to establish the standards for institutional admission to the network. The standards state the expectation of institutional members in the areas of policy, educational programs, enforcement and assessment. Three appendices are provided: a letter to college presidents from the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues; a list of the members of the planning group for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse; and a list of the presidents who reviewed the standards by mail. (KM)

ED 297 717 IR 013 422

Bossa, Jennifer
Effect of the Computer on Problem Solving. Hinsdale District 181.
Institute for Educational Research, Glen Ellyn, IL.
PUB DATE- May 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Elementary School Students; *Grade 5; Intermediate Grades; *Intermode Differences; Multivariate Analysis; Pretests Posttests; *Problem Solving; *Spatial Ability; Worksheets

The effect of computer-assisted instruction on spatial problem solving skills was examined in this study. Subjects were fifth grade students from nine classes, who were divided into three treatment groups in a nonrandom fashion: (1) computer-assisted group, which used computer software designed to help students improve spatial problem solving skills for one hour per week; (2) worksheet group, which used worksheets and seatwork exercises designed to enhance spatial problem solving skills for one hour per week; and (3) control group, which had no special instruction in problem solving. Students were pre- and posttested with the New Jersey Test of Reasoning Skills, the Sequencing and Analogies subtests of the Test of Cognitive Skills, and a seven-item noncommercial spatial test. A Cognitive Skills Index (IQ score) for each student obtained in fourth grade was also used in the analysis. Results of multivariate tests indicated that the effects of group and sex were not significant, but the effect of schools was statistically significant. However, no significant differences were found between the three treatment groups, although all groups showed a gain from pretest to posttest. It is suggested that the use of computer-assisted instruction is less effective as a stand alone teaching method than it would be as a supplement to teacher instruction. The text is supplemented by four figures, and the materials provided to the teachers whose classes participated in the study are appended. (4 references) (EW)

ED 297 745 IR 052 417

Besen, Stanley M.; Kirby, Sheila Nataraj
Private Copying, Appropriability, and Optimal Copying Royalties.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.

REPORT NO.- ISBN-0-8330-0828-5; RAND/R-3546-NSF
PUB DATE- Oct 87
NOTE- 43p.
GRANT- IST-8415297
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main St., Santa Monica, CA 90406-2138 ($4.00 for 1-24 copies, 25 copies or more receive a 25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Consumer Protection; *Copyrights; Costs; *Intellectual Property; Legislation; Mathematical Models; *Policy; Producer Services; *Reprography; Technological Advancement
IDENTIFIERS- *Profits; *Royalties

This report analyzes the economic effects of the reproduction of intellectual property, i.e., books, journals, computer software, and audiovisual materials. A general economic model is presented in which direct appropriability (the marginal cost of copying is constant) and indirect appropriability (the marginal cost of copying is rising) appear as particular outcomes arising from particular assumptions regarding the marginal costs of copying. The model focuses on two aspects of private copying: the extent to which originals and copies are substitutes for consumers, and the technology for making copies from originals. Variants of the basic model, each of which is defined by a characterization of copying technology and substitutability, are examined in three cases. The model is then applied to the problem of determining the royalties to be charged for making copies. The analysis in this report indicates that the effects of private copying differ considerably depending on the assumptions regarding the substitutability between originals and copies and the relative costs of producing copies and originals, which has important implications for the appropriate public policy to pursue regarding such copying. (21 references) (CGD)

ED 297 775 IR 052 496

Mayfield, M. Kent
Manual for Item Writers. Certification and Registration.
Medical Library Association, Chicago, Ill.
PUB DATE- 86
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Certification; *Library Science; *Licensing Examinations (Professions); *Medical Libraries; Quality Control; Questioning Techniques; *Test Construction; Test Items; *Test Manuals

This manual provides assistance in developing and editing questions for the Medical Library Association General and Area of Concentration Examinations for Certification or Registration. After describing the certification procedures and the examination itself, suggestions for test item writers are provided, including preparing the item-as-a-whole, formulating the stem, generating distractor options, and editorial considerations. Finally, a review process for new test items is detailed. The following appendices are included: Sample Items by Cognitive Level; Performance Objectives in Health Science Librarianship, General Examination; Item Models for the General Examination; Performance Objectives in Health Sciences Librarianship, Area of Concentration; Item Models for the Area of Concentration Examination; Memo to Item Writers (sample); Item Submission Form (sample); a 41-item bibliography; and Item Writing Manual Evaluation. (Author/EW)

ED 297 861 PS 017 490

Rasp, Alfred, Jr.; MacQuarrie, Duncan
Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
Washington State Legislature, Olympia.
PUB DATE- Jan 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Youth; *Compensatory Education; Educational Needs; Elementary Education; *Elementary School Students; Junior High Schools; *Junior High School Students; Low Achievement; Program Evaluation; *Remedial Programs; State Programs; *Student Improvement; Teacher Aides
IDENTIFIERS- Remedial Intervention; Remediation Assistance Program; Washington

An expanded Remediation Assistance Program designed to serve students with basic skills deficiencies in reading, mathematics, and language at grades 2-9 was funded by the 1984 Washington State Legislature. During the 1985-86 school year, programs were operated in 271 of the state's 298 school districts and served over 28,000 students. A majority of funds allocated to districts was used to support certificated teacher and noncertificated teacher aide positions. Over 50 percent of students served received assistance in mathematics, while about 40 percent were given additional help in reading. Most students received their additional remedial instruction in a "limited pull-out" model, and most of the remaining students were served with an in-class model. Student achievement showed modest but meaningful gains when measured from fall-to-spring for reading, mathematics, and language. Gains associated with spring-to-spring assessments were consistent but somewhat smaller. Analysis of the Washington Statewide Assessment Program data from the fall of 1985 showed large numbers of low-scoring students who needed remedial help. There was a pattern of underservice to low-scoring students, particularly at the secondary level. Needs of black students were especially severe. Related materials, such as relevant sections of the Washington Administrative Code, are appended. (RH)

ED 297 876 PS 017 512

Johnson, James E.
Research and Related Issues: Cognitive Development of the Young Child.
PUB DATE- Jun 87
NOTE- 9p.; In: The Lipman Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; Educational Practices; Public Policy; *Research Methodology; Research Needs; *Research Problems; *Theories; *Young Children
IDENTIFIERS- *Context Effect; *Developmentally Appropriate Programs
Given what is known about cognitive development, how well prepared are 4-year-old children to succeed in school? This paper addresses the question by describing three areas in cognitive development, highlighting major themes in the research, and suggesting implications for teaching practice and social policy. Classical and contemporary views of cognition are contrasted prior to discussions of theory contextualizing and differentiating cognitive development. Qualitative and, preponderantly, quantitative evidence for the "five-to-seven shift" is reviewed. Discussion concludes by contrasting academic versus everyday cognition. It is argued that teaching and assessing 4-year-olds in public school settings will fail, unless special emphasis is placed on embedding cognition in everyday practical terms, so that all classroom communications "make human sense." It is concluded that a considerable amount of information is available concerning the cognitive development of young children which can serve as a guide in teaching practice and social policy. Because young children do have an intrinsic motivation to learn and to understand, they deserve developmentally appropriate educational challenges. The alternative relegates 4-year-olds to understimulation. (RH)

ED 297 517 EC 210 368

A Training Program for Paraprofessionals Working in Special Education and Related Services.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 88
NOTE- 195p.; Prepared by the National Resource Center for Paraprofessionals in Special Education and Related Services.
GRANT- G008530189
AVAILABLE FROM- National Resource Center for Paraprofessionals in Special Education and Related Services, Center for Advanced Study in Education, The Graduate School and University Center, City University of New York, 33 West 42nd St., New York, NY 10036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Disabilities; Elementary Secondary Education; Employee Responsibility; First Aid; *Instructional Materials; Learning Processes; *Paraprofessional School Personnel; Safety Education; *Special Education; Staff Role; Student Rights; *Teaching Methods; *Training

A competency-based instructional program was developed to improve the training and performance of paraprofessionals working in education programs for special needs students. The content is designed to meet the training needs of entry-level instructional paraprofessionals serving in public school programs. The content is presented in five modules, with the following titles: "Understanding the Roles and Responsibilities of Paraprofessionals", "Understanding the Student with Special Needs," "Understanding the Rights of Students with Special Needs," "Understanding the Instructional Process," and "Understanding Emergency, Health and Safety Procedures." Each of the modules follows the same format and includes: competencies, an overview of the unit, instructional objectives, training time, a list of materials and equipment, pre-session procedures, several learning activities, content material for the trainer, and a bibliography. A brief section on training procedures and instructional strategies is included. Over half of the report is a compilation of the transparencies and class handouts used in the five modules. (JDD)

ED 297 545 EC 210 396

Vanderheiden, Gregg C.
Accessible Computers from the Box.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 15p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Print in charts is small.
GRANT- G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($1.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Computers; Computer Software; *Design Requirements; *Disabilities; *Electronic Equipment; Input Output Devices; Microcomputers; Rehabilitation
The paper briefly discusses the design of computers to allow their use by the 20% of the American population who have reduced abilities in such areas as manipulation, vision, hearing, and cognition. The role of manufacturers of standard computers in increasing computer accessibility is one of providing computers that can be used by an increasing number of individuals as well as providing the special "hooks" that special rehabilitation developers need in order to create and connect special adaptations for individuals with more severe handicaps. Specific problem areas and suggested solutions are offered for persons with movement disabilities, visual impairments, hearing impairments, and cognitive impairments. Mechanisms for making computers more accessible are grouped into five types in two categories: first, features to allow access and use of public or shared computers and second, features to facilitate use of personally owned or controlled computers. Tables provide a listing of software, operating system, and hardware modifications to improve input accessibility, output/display accessibility, and controls, media and documentation accessibility, and personal workstation modification facilitation. Modifications are listed in terms of the problem, examples, design recommendations, and design examples. (DB)

ED 297 558 EC 210 610

Deinstitutionalization of Minors with Mental Retardation. Abstract X: Research & Resources on Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jul 87
NOTE- 3p.; For the original report on which this extended abstract is based, see ED 274 118.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC/OSEP Special Project on Interagency Information Dissemination, Council on Exceptional Children, 1920 Association Dr., Reston, VA 22091 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Programs; Daily Living Skills; *Deinstitutionalization (of Disabled); Elementary Secondary Education; Group Homes; *Placement; *Residential Programs; *Severe Mental Retardation; Special Education; Vocational Education
IDENTIFIERS- Laconia State School NH

The brief paper summarizes the final report of a federally funded project titled, "Ramps Are Not Enough: The Movement of Children with Mental Retardation from Institutional to Community-Based Care." The follow-up study of former residents (N=178) of New Hampshire's Laconia State School included an examination of residential and educational consequences of deinstitutionalization, four in-depth case studies, and an effort to trace the chronological relationship between federal and state policy and budgetary changes and the community living experiences of subjects. Among results were the following: on leaving the school, most residents returned to natural families, foster, or group homes; although ex-residents tended to stay in community placements an average of 3 to 4 years, almost half of the placements lasted less than 1 year and almost one-third of the subjects returned to the state school; although most children were originally placed in self-contained classrooms or schools many were later changed to less restrictive placements; about one-half of the sample changed educational placements once; vocational special education was received by relatively few children; and training in daily living skills or self-help skills was provided to most of the sample. (DB)

ED 297 571 FL 017 474

Koerner, Konrad
Leonard Bloomfield and the "Cours de Linguistique Generale."
PUB DATE- Dec 87
NOTE- 7p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Epistemology; *Language Research; Linguistics; *Linguistic Theory
IDENTIFIERS- *Bloomfield (Leonard)
A discussion of the development of Leonard Bloomfield's theory of linguistics focuses on the influence of Ferdinand de Saussure's "Cours de linguistique generale" on Bloomfield's thinking. The discussion begins with a characterization of Bloomfield's early position with regard to general linguistics, especially as found in his 1914 book entitled "An Introduction to the Study of Language." Second, his interpretation of the "Cours de linguistique generale" is chronicled through his written comments. Finally, the influence of encounters with Saussure's theory of language on Bloomfield's later views is investigated by tracing specific elements of Bloomfieldian writing to the "Cours de linguistique generale." (MSE)

ED 297 604 FL 017 535

Lambre, Julienne
The Elusive Abecedarian: Addressing the Shortage of Elementary School Language Teachers.
PUB DATE- Apr 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Competency Based Teacher Education; Elementary Education; *FLES; *Immersion Programs; *Language Teachers; Surveys; Teacher Certification; Teacher Characteristics; *Teacher Qualifications; Teacher Shortage
IDENTIFIERS- *Foreign Language Experience Programs
A survey of school administrators and educational researchers concerning the characteristics desired in elementary school language teachers resulted in rankings of personal qualities, pedagogical skills, and linguistic skills preferred for teachers of three program types: foreign language in the elementary school (FLES), foreign language exploration (FLEX), and immersion. The results suggest that administrators wish to hire candidates giving the impression of being good teachers, while the pool of qualified teachers for the demand is effectively shrinking. Many respondents were uncomfortable, in principle, about making compromises in teacher quality, but many also indicated willingness to compromise in a given skill area with the intent of providing on-the-job training or other later remedy. Most felt that certification was a desirable way of improving language teacher perfomance, but some thought it unnecessary. Most supported establishing competency requirements for improving language teacher preparation, and a majority wanted teachers involved in the process of setting standards. The researcher stated that the language teaching profession must work to reduce factionalism, especially concerning reform, and take initiative to train professionals in language instruction for young children. (MSE)

ED 297 619 HE 021 297

LaNoue, George R.; Lee, Barbara A.
Discrimination Litigation in Academe: Effects on Institutions and Individuals.
American Association for Higher Education, Washington, D.C.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 87
NOTE- 19p.
AVAILABLE FROM- Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Problems; Administrator Attitudes; Black Teachers; College Administration; *College Faculty; *Court Litigation; *Equal Opportunities (Jobs); Federal Courts; Higher Education; Legal Costs; *Racial Discrimination; *Sex Discrimination; State Courts; Surveys; Women Faculty

Findings are reported resulting from a 3-year study of the impacts of academic employment-discrimination litigation on the parties and their institutions. Two nationwide surveys were conducted, one of plaintiffs and one of university counsel. Six major lawsuits against colleges and universities were investigated by interviewing the plaintiffs and persons in their support networks, defendant faculty and administrators, and attorneys and judges. In addition, all academic employment-discrimination cases litigated in federal courts between 1972 and 1984 were reviewed to determine the win/loss record and the types and nature of the claims. From these data, conclusions are presented about the individual and institutional consequences of this litigation, and suggestions are offered to academic leaders. The following topics are addressed: trends in academic discrimination litigation; consequences for plaintiffs; career consequences; consequences for institutions and their leaders; and implications for academic leaders, including criteria for making the litigation decision and alternatives to litigation. (KM)

ED 297 703 IR 012 552

Software Selection, Evaluation and Organization and Software Reviews. Article Reprints.
International Council for Computers in Education, Eugene, Oreg.
PUB DATE- 85
NOTE- 117p.; For a previous collection of reprints from the same source, see ED 262 757.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Computer Software; Computer Software Reviews; *Computer Uses in Education; Elementary Secondary Education; *Evaluation Methods; *Instructional Material Evaluation; *Media Selection; Microcomputers
IDENTIFIERS- Boolean Logic; LOGO Programing Language; *Software Evaluation

This collection of reprints from The Computing Teacher contains 11 articles on the selection, evaluation, and organization of software published between August 1983 and March 1986, as well as more than 20 reviews of educational software packages published between December 1982 and June 1986. The articles are: (1) "The New Wave of Educational Software" (Ludwig Braun); (2) "How Do Teacher and Student Evaluations of CAI Software Compare?" (Barbara Signer); (3) "The DISC Model for Software Evaluation and Support Material Design" (Shelly Yorke Rose and Carol Klenow); (4) "Cooperative Learning: One Key to Computer Assisted Learning" (David W. Johnson and Roger T. Johnson); (5) "Teacher + Computer = More Learning" (Cathy Chmielowski Carney); (6) "Teaching with Your Fingertips!" (Sharon Burrowes); (7) "Selecting Computer Software--We Take It Seriously!" (Jean Donham); (8) "The Software Selection Process: Some Management Questions" (Anne Batey); (9) "Enrichment Courseware for Middle School Mathematics" (Lois Edwards); (10) "Doing Science" (Richard C. Adams); and (11) "Project DISC: Developing Indian Software Curriculum" (Carolyn Jacobi and Carl Edeburn). The computer software programs reviewed are designed for use in teaching problem-solving and reasoning skills; Boolean logic and basic elements of computer circuitry; reading skills; graphics programming; computer literacy; physics; science; social studies; writing; word processing; spelling; music; reading readiness; planning, writing and studying; animation, graphics, art; keyboarding; mathematics; robotics; Logo; and geometry. Other programs include grading systems, integrated applications, and readability analysis. Each review provides the name of the software program, the name of the reviewer, the producer's name, target audience, hardware requirements, and cost. (DJR)

ED 297 791 JC 880 294

Sales, Dominador J.
Infusing International Experience into the Curriculum.
Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; General Education; *Global Approach; *Intercultural Programs; *Interdisciplinary Approach; International Educational Exchange; *International Studies; Study Abroad; Undergraduate Study
IDENTIFIERS- *Raritan Valley Community College NJ
In an effort to increase students' global awareness, New Jersey's Raritan Valley Community College (RVCC) has developed a number of courses and programs designed to infuse an international and intercultural perspective into the curriculum. Among the on-going projects of the college are: (1) the integration of a basic composition and an Introduction to Sociology course, using an international perspective to provide common content; (2) an international lecture series offered by on- and off-campus experts in the arts, humanities, and social sciences; (3) faculty exchange; (4) study abroad in the summer and semestral breaks; (5) non-credit mini-courses in international business and foreign languages; (6) holocaust studies with a global perspective; and (7) a six-unit course integrating Western Civilization and writing instruction. The RVCC experience in international education has evolved out of the perceived needs of the college community and the interests and expertise of faculty and administrators. Through involvement in the New Jersey Collegiate Consortium for International/Intercultural Education and the efforts of a full-time program coordinator, international education seems destined for expansion at the college. (MDB)

ED 297 805 JC 880 350

Head, Ronald B.
Employer Survey Results for the PVCC Graduating Class of 1985-1986. Research Report Number 6-88.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Jul 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; *Employer Attitudes; *Job Skills; Outcomes of Education; *Personnel Evaluation; Questionnaires; *School Effectiveness; Surveys; Two Year Colleges; Vocational Education; Vocational Followup
In spring 1988, a survey was conducted of the employers of graduates of Piedmont Virginia Community College (PVCC) to evaluate the occupational success of PVCC graduates and to determine how well academic programs prepare students for the work in various professions. On the graduate follow-up survey of the class of 1985-86, 85 graduates or 49.4% of all respondents gave permission for PVCC to contact their employers. Study findings, based on a 52.9% response rate, included the following: (1) nearly 75% of the employers rated the PVCC graduates as "excellent" or "good" with respect to technical job skills, quality and quantity of work, work attitudes, cooperation with fellow workers and supervisors; (2) there was only a slight correlation between employee job satisfaction and employer evaluations; (3) employers felt that PVCC graduates had better skills in math, writing, speaking, research and logic than most employees; (4) employers of 1985-86 graduates gave lower ratings to the graduates' general skills than the employers of 1984-85 graduates; and (5) the majority of the employers felt that PVCC was better than most institutions with respect to both occupational education and training and general education. Tables detailing responses, employer comments, and the survey instrument are appended. (EJV)

ED 297 819 JC 880 366

GAIN Appraisal Program II. Second Report, November 1987.
Comprehensive Adult Student Assessment System, San Diego, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; California State Dept. of Social Services, Sacramento.
PUB DATE- Nov 87
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Age; *Basic Skills; *Educational Attainment; *Employment Programs; Females; Individual Characteristics; *Job Training; Listening Skills; Males; Mathematics Skills; Minority Groups; Reading Skills; State Surveys; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *California; *Greater Avenues for Independence

California's Greater Avenues for Independence (GAIN) program provides job services, as well as training, education, and support services to Aid to Families with Dependent Children (AFDC) recipients to help them attain unsubsidized employment. The GAIN program includes an initial appraisal of participants' basic reading, mathematics, and functional listening skills. On the basis of test results, participants lacking basic skills may have provisions for obtaining these skills included in their Basic Participant Contract. This report discusses educational, demographic, and other characteristics of the 32,850 individuals participating in GAIN between July 1986 and August 1987. Selected findings include the following: (1) as of August 1987, 58% of the participants were female, though the percentage of females is expected to rise to 65% by the time the program is fully operational; (2) approximately 44% of the participants were White, 29% Hispanic, and 15% Black; (3) approximately 85% were under the age of 40; (4) approximately 90% had at least an 8th grade education; (5) 90% of the participants were referred to English as a Second Language (ESL) instruction without being tested; and (6) 74% received reading test scores placing them at a high school level or higher, while only 35% scored at a high school level or higher in mathematics. (EJV)

ED 297 847 PS 017 452

Jarvis, Carolyn; And Others
Shaping the Future: Teaching Our Youngest Students. Research Brief #2.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jun 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Class Size; *Early Childhood Education; Educational Planning; *Educational Policy; Educational Trends; *Elementary School Curriculum; *Inservice Teacher Education; Parent Participation; *Program Implementation
IDENTIFIERS- *New York (New York)
New York City has implemented all-day kindergarten programs, reduced the size of primary grade classes, and proposed that the public schools provide pre-kindergarten programs for 4-year-olds by 1989. In the process of program implementation, much has been learned about large-scale efforts aimed at young children. It is known that simply realigning resources does not guarantee positive results. In the future, as new programs are implemented, several questions must be answered: (1) How can a school system best marshall its resources to strengthen early childhood education? (2) What kinds of efforts are likely to pay off? (3) Which programs deserve support? (4) Which strategies are unlikely to succeed? and (5) Which strategies are counterproductive? By drawing upon the Office of Educational Assessment's evaluations of recent early childhood initiatives, this research brief addresses the questions and reviews nationwide research. Particular attention is paid to curriculum and professional development. Findings that are relevant to policy formation are highlighted and strategies for planning early childhood initiatives are suggested. (RH)

ED 297 504 EC 210 355

Kraat, Arlene W.
Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 87
NOTE- 403p.; A product of the International Project on Communication Aids for the Speech-Impaired (IPCAS).
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($16.50).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; Codification; *Communication (Thought Transfer); *Communication Aids (for Disabled); *Communication Research; Foreign Countries; *Interaction; *Interpersonal Relationship; Intervention; Observation; Program Descriptions; *Speech Handicaps; Training
IDENTIFIERS- *Augmentative Communication Systems; Canada; England; Sweden
This study draws on research and programs in Sweden, England, Canada, and the United States to examine communication interaction between a person using a communication aid and a person who is an able-bodied, natural speaker. It primarily addresses the child or adult with normal or near-normal cognitive abilities who uses augmentation and interacts with others in everyday situations. The interactional process between able-bodied, speaking children and adults is reviewed, followed by an analysis of differences in the interactional process when non-speakers are involved. The current knowledge base on interaction between aided communicators and others is reviewed, including a table of 36 relevant research studies. The document's observations about communicative interaction focus on the density of social interactions, the negotiation and exchange of meaning, people's attitudes toward augmentative communication devices and augmented speakers, and the impact of intervention and training on interaction. Appendices include: (1) descriptions of unpublished and in-progress research studies; (2) scripts for structured situations, developed to elicit specific communicative behaviors in physically disabled, non-speaking children; (3) several researchers' transcription and coding systems used in the study of communicative interaction between aid users and others; and (4) clinical observation forms and questionnaires used to evaluate communication interaction. (JDD)

ED 297 572 FL 017 479

Jianping, Chen
An Investigation of the Patterns of Learning English Interrogative Structures by EFL Learners in China.
PUB DATE- Apr 86
NOTE- 193p.; Master's Thesis, The Chinese University of Hong Kong. Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Students; Comparative Analysis; *English (Second Language); Error Analysis (Language); Foreign Countries; High Schools; *Language Patterns; Language Research; Second Language Learning; *Sentence Structure
IDENTIFIERS- *China (Guangzhou); Chinese People; *Interrogatives
A study, investigating the patterns in which Chinese learners of English as a second language (ESL) learn English interrogative structures, focused on four major classes of English questions (yes/no, wh-, alternative, and embedded) categorized into seven structural types. Data came from a test requiring rapid translation of 55 Chinese questions. Hierarchical analysis and searching for transitional patterns were used to determine (1) whether there is an order of difficulty for Chinese individuals learning the structural types of English questions, and (2) if Chinese learners share transitional steps with ESL learners of other language backgrounds. The results reveal a tentative hierarchy: the learning of yes/no questions precedes the learning of wh- questions, which precedes the learning of alternative questions. Two major error types, failure to invert and confusion between the use of auxiliaries "do" and "be," are associated with learners' maturity in English question forms. It is hypothesized that the development of inversion could provide an index for Chinese learning of English questions. Additional patterns were found. The findings suggest that Chinese ESL learners undergo question-learning processes similar to those of ESL learners from other linguistic backgrounds. (Author/MSE)

ED 297 588 FL 017 497

Davis, Wanda
Theory and Practice in Teaching ESL/ABE.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Students; *Andragogy; Comparative Analysis; *English (Second Language); *Learning Theories; Second Language Instruction; Theory Practice Relationship

There is a need for instructional models in English as a second language (ESL) and adult basic education (ABE). However, before adequate models can be built, a unifying theory of learning for this unique instructional category must be advanced. Existing learning theories, particularly for adult learners, are helpful but need to be refined to fit the parameters of second language learning in adult basic education. Some theories offering promise are those of John Dewey and Theodore Brameld. Adult learning theorists making contributions include Malcolm Knowles and Paulo Freire. In language acquisition, Stephen Krashen seems closest to providing a theory for ESL/ABE. Once a theory has been articulated and learning models formulated, programs can be developed that may be more successful than those that have grown without benefit of theoretical foundations. Present programs could be retained in some instances, but with a new sense of direction. In seeking a theoretical model for ESL/ABE, teaching and learning should be viewed not as separate entities but as inseparable. (MSE)

ED 297 634 HE 021 600

A Collection of Papers on Self-Study and Institutional Improvement.
North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.
PUB DATE- 88
NOTE- 252p.; Prepared for the program of the Commission on Institutions of Higher Education at the Annual Meeting of the North Central Association of Colleges and Schools (93rd, Chicago, IL, March 6-8, 1988).
AVAILABLE FROM- North Central Association, 159 N. Dearborn, Chicago, IL 60601 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); Administrative Organization; College Administration; *College Planning; *Evaluation Criteria; *Evaluation Methods; Graduate Study; Higher Education; *Institutional Evaluation; Liberal Arts; Needs Assessment; Organizational Objectives; *Self Evaluation (Groups); Two Year Colleges; Vocational Education
IDENTIFIERS- External Evaluation; *Site Visits
This collection of 77 papers consists of the following 16 chapters and sample papers: (1) The New General Institutional Requirements ("What Does the Commission Expect from the Institution's Governing Board?" by Jane F. Earley and "The Role of the Faculty in Program Development," by Frederick Crosson); (2) "Overview on the General Institutional Requirements and the Interrelationship of the Evaluative Criteria" for vocational-technical institutes by James S. Biddle, two-year institutions by Nancy C. DeSombre, and graduate institutions by John E. La Tourette); (3-6) Evaluative Criteria (four chapters, with 21 papers); (7) Workshop for Self-Study Coordinators ("The Self-Study Plan: The Blueprint for a Quality Institutional Assessment," by Edward W. Holzapfel, Jr.); (8) Using the Self-Study Process for Institutional Improvement ("Self-Study: Key to Successful Institutional Renewal and Change," by David J. Mason); (9) Data Collection ("Data Collection: Using Locally Developed Instruments to Assess Your Institution," by Denis Roark); (10) Writing the Self-Study Report (three papers by Terry Hetrick, Earl R. Alton, and Robert Chaffin and Thomas Herzing); (11) Making the Most of the On-Site Visit (two papers by Sigfredo Maestas and Jerry Alexander); (12) After the Visit: Ongoing Self-Study and Institutional Improvement (two papers by Gary Justice and Ruth M. Roberts); (13) Single Purpose Institutions: Special Challenges ("Nursing Education in Transition," by Kathleen Hogan); (14) Institutional Change ("Institutional Change: Expansion Off Campus," by Charles Keffer); (15) Institutional Good Practices ("Institutional Commitment to Cultural Diversity," by Zelema Harris and "Adjunct Faculty," by Brenda Marshall Beckman); (16) Selected Papers on Self-Study and Institutional Improvement ("Measuring General Education Outcomes" by Patricia D. Murphy). General Institutional requirements and evaluative criteria for accreditation and candidacy are appended. (KM)

ED 297 648 HE 021 616

Anderson, Richard E.
The Economy and Higher Education.
National Center for Postsecondary Governance and Finance, College Park, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 12p.; A publication of the Forum for College Financing.
AVAILABLE FROM- Capital Ideas, Teachers College, Columbia University, Box 38, 525 West 120th Street, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Capital; *Economic Climate; *Educational Economics; Educational Finance; Federal Aid; Government School Relationship; Higher Education; Productivity; Public Policy; State Aid
IDENTIFIERS- Debt (Financial); Trade Deficits
The macroeconomic trends shaping the United States economy and the effects of those trends on higher education are considered. Warning institutions of higher education about possible problems in the economy will place them in a better position to react if necessary. The economic environment is discussed in terms of productivity (goods and services consumed by households, those provided by governments, capital investment, and net export); the twin deficits (the trade and federal budget deficits); and the future (the best case scenario and alternatives to the best case). The effects on higher education include general economic strains at the federal and state levels as well as on institutions of higher education. Proactive policies and higher education are considered in terms of high technology and science, mid-level technology and industrial extension, foreign studies and modern languages, and the need for balance. Though there are few signs of immediate recession in the economy, there is still a need to reduce the federal deficit, bring down the trade deficit, and increase savings so the public and private infrastructure can be rebuilt. In this prospective environment, capital markets are especially volatile, and colleges should be cautious when borrowing. Endowment management will need special vigilance. Capital preservation will be the emerging standard for the 1990s. (SM)

ED 297 662 HE 021 630

Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986. Center for Education Statistics Survey Report.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-88-201
PUB DATE- Apr 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Attendance; *Enrollment Trends; *Ethnic Groups; Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; Postsecondary Education; Professional Education; Public Colleges; Two Year Colleges; Undergraduate Study

Data concerning postsecondary minority enrollment trends from 1976 through 1986 are presented and analyzed. The first section of the report presents overall enrollment trends by racial/ethnic categories and selected institutional characteristics, using data from the Center for Education Statistics institution-based postsecondary education surveys. The second section presents household-based statistics from census population surveys, which are used to derive a measure of participation in postsecondary education by comparing enrollments with the 18- to 24- and 25- to 34-year-old population cohorts. Major findings include the following: (1) minority enrollment was at a record high level in 1986 (12.5 million students, 2% more than in 1984); (2) two-year institutions account for 37% of total enrollment and 47% of minority enrollment; (3) enrollment of white and black males continues to decline; (4) women's enrollment, regardless of race/ethnicity, continues to increase and now accounts for 53% of total enrollment; and (5) about one-third of 18- to 24-year-olds were enrolled in college in 1986. Three tables are appended that provide data on fall 1984 enrollment by state and racial/ethnic group; fall 1986 enrollment by state and racial/ethnic group; and fall 1986 enrollment by attendance status and racial/ethnic group, and by institution type, control (public and private), and sex of students. (KM)

ED 297 676 HE 021 655

Langer, Philip
Tips for Teaching.
Colorado Univ., Boulder.
PUB DATE- 87
NOTE- 8p.
AVAILABLE FROM- The TUTOR Graduate Teacher Program Newsletter, University Learning Center, University of Colorado, Boulder, CO 80309-0107.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; Discussion (Teaching Technique); Evaluation Methods; Grading; Higher Education; *Instructional Improvement; Learning Processes; *Lecture Method; Questioning Techniques; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods; Test Construction
Suggestions on how to enhance college teaching are provided. Lecturing is stressed as a critical component of teaching, and each lecture's introduction, main body, and conclusion must be correlated prior to any given lecture. Information on how to compose and give a lecture includes: what to put in an introduction; what can be done to help the student grasp the main body of the lecture; how to write a conclusion; what is the best style; how to ask for questions; how to deal with offensive students in a lecture situation; and how close to stay to the text. A section on asking questions focuses on: how to get students ready for a question and answer session; what kind of questions to ask; how to get past the factual level; how to answer; how to cue students into giving more detailed or complex responses; how to call on volunteers and non-volunteers; what to do if a student answers incorrectly; and bad habits. Evaluation topics are: use of "canned" tests; what to include in a test; length of tests; precautions to take in constructing multiple-choice items; marking essays and projects; what makes a test fair; and what to do with a failing student who approaches the teacher asking for help.

ED 297 690 IR 012 020

Simon, John J., Ed.
Learning from the Technology or Learning with It: Being a Brief History of, and Inquiry into, the Presence of Computers on Campuses.
PUB DATE- 85
NOTE- 23p.
AVAILABLE FROM- Harvard University Office for Information Technology, 1730 Cambridge Street, Cambridge, MA 02138 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computers; Computer Science; Educational Trends; *Higher Education; History; Institutional Cooperation; *Microcomputers; Online Systems; Position Papers; Program Descriptions; *Technological Advancement; Time Sharing

This article provides a historical survey of computing in academe from scientific- and engineering-oriented batch computing through contemporary student use of personal computers in a wide range of disciplines. The transition from batch-style, through timesharing, to distributed computing using stand-alone microcomputers in conjunction with institutional networks is illustrated, as is the multi-faceted personality of the personal computer. Considerations accompanying the shift from timesharing to personal computing as the principal mode of computing are discussed, with emphasis on such issues as the financial burden encumbered by students, computer literacy, and software acquisition and dissemination. A sampling of institutional strategies for providing computing are related and the distinctive computing environments at several major institutions are explored in terms of physical, logistical, and pedagogical considerations. The trend toward corporate-institutional partnerships is accorded particular attention. The article concludes by recording thoughts on the pedagogical value of the personal computer from several sectors, including faculty, administration, and the computer industry, and attempting to establish a perspective for viewing the personal computer in the context of the total academic environment. (Author/THC)

ED 297 718 IR 013 423

Mandinach, Ellen B.
The Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Tests; *Computer Simulation; Computer Software; Instructional Effectiveness; Instructional Innovation; *Intermode Differences; Models; Pretests Posttests; *Problem Solving; *Science Curriculum; Secondary Education; *Systems Approach; Transfer of Training
IDENTIFIERS- *Systems Thinking Approach
This paper examines the effect of using a systems thinking approach in existing secondary school curricula to teach content-specific knowledge as well as general problem solving skills, and the effect of using STELLA (Structural Thinking Experimental Learning Laboratory with Animation), a simulation-modeling software program, as a tool by which to teach systems dynamics and content knowledge. Subjects were secondary students in three general physics, four biology, three chemistry, and one history class taught under the systems approach, and an equal number taught using traditional methods. Pretests and posttests were used to identify subjects' ability, content-specific knowledge, and knowledge of systems thinking. The results indicated that students in the more advanced courses (biology and chemistry) performed better on the systems thinking and computer-based activities. The physical science students performed well on the measurement-related problems, but did less well on the general problem solving or modelling-oriented exercises. Accordingly, these students were the least likely to generalize the systems skills beyond their course. The results raise questions about the applicability of the approach for different subjects and groups of students, and the question of why the impact of the innovation was more apparent in biology and chemistry must be considered. Seven tables supplement the text. (10 references) (EW)

ED 297 732 IR 051 913

Technology Task Force. OMS Public Services Study. Final Report.
California Univ., Santa Barbara. University Library.
PUB DATE- Apr 86
NOTE- 85p.; Some pages may not reproduce well because of light and broken type. For reports from other task forces, see IR 051 910-914.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Access to Information; Higher Education; *Information Storage; Interlibrary Loans; *Library Automation; Library Instruction; *Library Networks; Library Planning; Library Technical Processes; Microcomputers; Online Catalogs; Self Evaluation (Groups); *Telecommunications
IDENTIFIERS- *University of California Santa Barbara

This document describes an investigation designed to examine the possibilities for using both existing and new technologies to increase and enhance public service capabilities at the University of California, Santa Barbara (UCSB) Library, and to recommend an ongoing mechanism for assessing priorities for the application of technology in the library and for monitoring technological change. The task force action plan is set forth, study methodology is described, and detailed findings and recommendations are presented in four sections, each of which is devoted to one of the following study components: (1) systems based on mainframe and minicomputer technology (online catalog, serials, acquisitions, circulation, and interlibrary loan); (2) information access; (3) storage technology; and (4) telecommunications and networking. A brief bibliography is included at the end of each section. Overall task force recommendations include: establishing an office of technology; training patrons and staff in the use of automated systems; acquiring an interlinked online system; maintaining current and future technology at a level consistent with public service demands; making 'Scholars' workstations" available in the library for patron use; researching and acquiring disk technology; purchasing microcomputers for use among library personnel on a large-scale basis; and providing opportunities for library personnel to develop search aids and integration strategies for reference tools and resources. (KM)

ED 297 761 IR 052 481

Rutenbeck, Jeffrey B.
TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a Transborder Data Flow Perspective.
PUB DATE- Jul 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Portland, OR, July 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developed Nations; Economic Factors; Foreign Countries; *Government Role; Industrialization; Intellectual Property; *International Relations; *Investment; Political Issues; *Services; Technological Advancement; *Treaties
IDENTIFIERS- *Canada; Trade Negotiation; *Transborder Information Flow; United States; United States Presidents
This paper examines the potential impacts of the comprehensive free-trade agreement negotiated by the United States and Canada in 1987 on transborder data flow between the two countries. An introductory overview of transborder data flow (TDFs) is followed by a discussion of how TDFs have been dealt with by both the United States and Canada to date; a brief history of the most recent free-trade negotiations between the two countries; and an analysis of the foundations of the agreement on two levels that relate directly to TDFs--its possible impact on trade in services and its potential impact on foreign direct investment in Canada. The paper concludes with speculations about the long-term effects of free trade in the areas of trade in services and foreign direct investment as they pertain to TDFs. (65 endnotes) (CGD)

ED 297 833 JC 880 391

Statewide Longitudinal Study. Interim Report.
Wyoming Community Coll. Commission, Cheyenne.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Community Colleges; Longitudinal Studies; *Participant Satisfaction; Questionnaires; State Surveys; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Wyoming

During fall 1987, the Wyoming Community College Commission (WCCC) designed and initiated a 5-year statewide longitudinal study to identify variables affecting student progress toward personal, academic, and career objectives. An initial survey of 181 randomly selected first-time, first-year students was designed to provide a profile of community college students in the state and identify their educational and career goals. Follow-up surveys were scheduled at 6-month intervals, beginning in spring 1988, to evaluate students' progress toward their goals. Based on responses from 85% of the original sample, findings from the first follow-up study included the following: (1) 93% of the students were enrolled in the same college in which they were enrolled in fall 1987, and 77% planned to continue their studies there; (2) respondents had a mean grade point average of 3.02, and enrolled for an average of 15 credit hours; (3) 84% reported no major life changes within the last 6 months affecting their future educational or career plans; (4) 36% of the students who had left college after one semester gave academic reasons for leaving; and (5) a large majority of the respondents were either satisfied or very satisfied with the instruction, faculty/student relations, grading, variety of courses, counseling/academic advising, financial aids services, student employment services, friendship with students, and facilities and equipment at the college. The survey instrument is appended. (EJV)

ED 297 862 PS 017 491

Murphy, Sharon T.
Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Classroom Research; *Day Care; Early Childhood Education; *Feedback; Interaction Process Analysis; *Preschool Children; *Sex Bias; *Sex Differences; Sex Fairness; *Teacher Behavior
IDENTIFIERS- INTERSECT Observation Form
The differential treatment of boys and girls interacting with teachers in day care settings was investigated in this study. Participants were 14 male and 14 female teachers and their 268 students (134 boys and 134 girls) in licensed day care centers located in an urban setting. The oldest toddler class of 2- through 3-year-olds, and a preschool class of 3- through 4-year-olds, of each teacher were observed twice over a 3-week interval. The Interactions for Sex Equity in Classroom Teaching (INTERSECT) Observation Form was used. It was found that teachers in day care classrooms most frequently employed praise when they gave feedback to children. The second most prevalent type of feedback was remediation. Acceptance and criticism were seldom employed. Boys engaged in more interactions with their teachers than did girls. Boys were criticized more often for misbehavior, and also received more remedial feedback for this problem. It was concluded that teachers in day care classrooms interact with boys and girls in different ways, and that the differential treatment of boys and girls exists in the type, amount, and distribution of interaction between teachers and children. (RH)

ED 297 877 PS 017 513

Provence, Sally
A Developmental Pediatrician's Experience with Four-Year-Olds in Schools: A Suggested Approach to Common Problems.
PUB DATE- Jun 87
NOTE- 6p.; In: The Lipman Papers: Appropriate Programs for Four-Year-Olds; see PS 017 508.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Guidelines; *High Risk Persons; *Individual Characteristics; *Individual Development; *Intervention; *Preschool Children; *Referral; Teacher Role
IDENTIFIERS- *Developmental Evaluation Services for Children

Presented is a clinically derived framework for thinking about young children that deals primarily with one child at a time and with adults who are important to the child. The focus of the discussion is on ways in which an individual 4-year-old appears, behaves, and gets along or has trouble in a group of peers. It is suggested that teachers have a vitally important opportunity to recognize those children whose development may be in jeopardy and facilitate the timely provision of help. Topics addressed include: (1) ten relevant dimensions of development, including physical health and growth, motor development and activity, emotions and their expression, verbal and nonverbal communication, intellectual development, relationships with others, self-regulation and self-esteem, capacity to play, coping abilities, and reasonable compliance with appropriate adults. Common troublesome behaviors are listed, as are questions that influence decisions about referral of children for additional services. Concluding discussion offers guidelines for working with parents and the referral process. (RH)

ED 297 892 PS 017 560

Basic Skills-Multi Disciplinary. Proved Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
Michigan State Board of Education, Lansing.
PUB DATE- May 87
NOTE- 50p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Basic Skills; Demonstration Programs; *Educational Improvement; Elementary Education; *Primary Education; Profiles; Program Descriptions; Public Schools; *School Districts; *Validated Programs
IDENTIFIERS- *Multidisciplinary Programs; *National Diffusion Network Programs

This booklet contains abstracts describing more than 45 multidisciplinary, basic skills programs that have been validated as successful. The projects have been developed by individual school districts throughout the nation in response to local needs and are available for adoption by other districts. Introductory materials provide a table of contents, an index of programs by category and by grade level for which programs have been validated. Some programs have been used successfully at grade levels other than those for which they have been validated. Abstracts provide information in several categories, such as audience, project characteristics, requirements, costs, services, and name, address, and phone number of contact persons. (RH)

ED 297 531 EC 210 382

Buschner, Patti C.; Shuck, Terri H.
Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
Mississippi Children's Rehabilitation Center.; University of Southern Mississippi, Hattiesburg. Dept. of Special Education.; University of Southern Mississippi, Hattiesburg. Univ. Affiliated Program.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 9p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (14th, Chicago, IL, October 29-30, 1987).
CONTRACT- G008630551
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Daily Living Skills; *Deaf Blind; *Demonstration Programs; Elementary Secondary Education; *Inservice Education; *Inservice Teacher Education; Models; *Severe Disabilities; Teacher Effectiveness; Training Methods
The federally funded project is intended to aid inservice training specific to the skills and needs of severely handicapped children and youth. Project goals include: development, implementation, and evaluation of training procedures and materials to change the attitude and knowledge of persons responsible for the education of learners with severe handicaps; and development, implementation, demonstration and evaluation of inservice training methods, procedures and planning systems of transitions for severely handicapped and deaf blind learners. Three model outreach sites in Mississippi serve as demonstration and dissemination sites. Major expected project outcomes include: (1) the acquisition/improvement of teacher effectiveness and implementation of quality educational services for severely handicapped learners; (2) the acquisition/improvement of teacher effectiveness for this population; (3) demonstration that the learners gained in functional skills as a result of project activities. (DB)

ED 297 605 FL 017 537

Jain, Nemi C.; And Others
International Teaching Assistant Training Seminar at Arizona State University.
Arizona State Univ., Tempe. Communication Research Center.
PUB DATE- Feb 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Course Content; Cultural Education; English (Second Language); *Foreign Students; Graduate Students; Higher Education; *Language Skills; Microteaching; Program Evaluation; Seminars; *Teacher Education; *Teaching Assistants; *Teaching Skills; Training Objectives
IDENTIFIERS- *Arizona State University
Arizona State University has developed a seminar to train foreign graduate students as teaching assistants. The course meets for three hours once a week, and focuses on three content or skill areas: language improvement, cultural issues, and teaching strategies. Each student must prepare at least four microteaching presentations to be videotaped and evaluated by the students, instructor, and outside experts. The program centralizes information and skill training for this group, but is intended only to enhance and not replace departmental training. It emphasizes small group work and benefits from interdepartmental cooperation. The program's major limitation is the lack of followup from the seminar. While observation of the trainees would be valuable for teacher certification and program improvement, it would also take considerable time. An additional drawback is that the seminar does not carry credit, but must be taken in addition to a full-time graduate program and any other student work. The seminar has been found to be effective in improving oral communication and teaching skills among international teaching assistants, thereby contributing to improved teaching. (MSE)

ED 297 746 IR 052 418

Donohue, G. L.; And Others
Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
Rand Corp., Santa Monica, Calif.
REPORT NO.- N-2555-RC
PUB DATE- Mar 87
NOTE- 32p.; A Rand Note.
AVAILABLE FROM- The RAND Corporation, Publications Department, 1700 Main St., Santa Monica, CA 90406-2138 ($4.00 per copy for 1-14 copies, for 25 copies or more there is a 25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications; Computer Simulation; *Computer Software; Database Management Systems; *Expert Systems; Financial Support; Game Theory; *Information Science; Man Machine Systems; Mass Media; National Security; *Policy; Political Issues; Programing Languages; Research Utilization; War
IDENTIFIERS- Geopolitics; North Atlantic Treaty Organization; *Rand Corporation; Strategic Defense Initiative

This report presents examples of Rand's current research in the information sciences and illustrates the application of information science tools to specific policy studies. The projects discussed depict Rand's success with using corporate seed money to bridge the gap between the research and development of new information science tools and techniques, and the application of those tools to current policy analysis issues. Some of the Rand corporation's major past accomplishments in this area are cited. Examples of Rand's current research agenda include: (1) an interactive algebra tutor; (2) an expert system designed to assist claims adjustors in asbestos litigation; (3) a database management system applied to a network of emergency communication stations; and (4) strategic and tactical war gaming applications. Ideas for future research dealing with new challenges in the information sciences are presented, e.g., new database structures and the integration of artificial intelligence techniques with both databases and user-computer interfaces. (CGD)

ED 297 776 IR 052 497

Arnes, Patti
OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
Medical Library Association, Chicago, Ill.
PUB DATE- 80
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliographic Utilities; *Cataloging; Cost Effectiveness; Interlibrary Loans; *Library Acquisition; *Library Networks; *Medical Libraries; Professional Continuing Education; Union Catalogs
IDENTIFIERS- *MARC; *OCLC
This syllabus for a continuing education course describes the OCLC system and considers how it can be used by health science libraries. The general governance and administrative structure of OCLC and its network affiliates are detailed, and the OCLC subsystems--online union catalog, serials, interlibrary loan, and acquisitions--and their major components are discussed. Future subsystems and enhancements are considered, and the cataloging work flow is detailed. The use of OCLC by the National Library of Medicine is described, and the advantages and disadvantages, as well as costs and benefits, of hospital library use of OCLC are detailed. Appendixes include a chart of the OCLC Governance Structure; examples of OCLC monograph, serials, and audiovisual records; sample monograph and interlibrary loan (ILL) record work forms; samples of ILL message waiting and response screens; a diagram of the cataloging work flow; a list of networks offering OCLC services; and a glossary of terms. (Author/EW)

ED 297 893 RC 016 257

Foundations for the Future of Alberta's Metis Settlements. Report of the MacEwan Joint Metis-Government Committee to Review the Metis Betterment Act and Regulations.
Alberta Ministry of Municipal Affairs, Edmonton.
PUB DATE- Jul 84
NOTE- 145p.; Map of Metis settlements may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indian Culture; American Indian History; American Indians; *Canada Natives; *Community Development; Community Resources; Economic Development; Educational Needs; Federal Indian Relationship; Federal Legislation; *Federal Regulation; Foreign Countries; Government Role; Human Services; Policy Formation; *Public Policy; Reservation American Indians; Self Determination; *Tribal Sovereignty
IDENTIFIERS- Alberta; *Metis (People); *Metis Betterment Act

Prepared as a working document for officials of the Alberta (Canada) government, this report reviews the Metis Betterment Act and regulations made under the Act with one goal being to ensure that any proposals for a new Act would place the major responsibility for the political, social, economic, and cultural development of the settlements firmly on the shoulders of the settlements themselves. Chapter 1 provides the historical setting and context for the existing Metis Betterment Act. Chapter 2 describes the composition, mandate, and work of the MacEwan Joint Committee. Chapter 3, the bulk of the report, makes recommendations for legislation and gives the rationale for the recommendations. Specific topics include settlement governing bodies, powers of settlement councils, membership in settlements, financial and resources matters, and transition from old to proposed legislation.

Chapter 4 makes recommendations for new policies to be implemented and revisions to existing policies as they relate to Metis settlements and the Metis people on the settlements. Recommendations fall in the categories of education, culture, social services and community health, energy and natural resources, and general programs. Chapter 5 sets forth the conclusions of the joint committee stressing the unique nature and needs of the Metis culture and lifestyle. (JHZ)

ED 297 907 RC 016 695

Munro, Connie
Community Schools in Alaska: FY 87 Report.
Alaska State Dept. of Education, Juneau. Office of Special Services.
PUB DATE- 87
NOTE- 31p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; Agency Cooperation; Buildings; *Community Education; Cooperative Programs; Elementary Secondary Education; Private Agencies; School Age Day Care; Volunteers
IDENTIFIERS- *Alaska
Through Alaska's community education program, the school buildings are becoming centers for education and recreation for people of all ages before, during, and after school hours. Community education emphasizes cooperation and coordination among schools, agencies, businesses, and individuals to provide effective community programs at the lowest cost possible. Volunteers are recruited and trained to participate as council members and instructors. Child care programs are provided before and after school hours for school age children of working parents. Other components of community education are: program enrichment for kindergarten through grade 12, opportunities for involvement of youth beyond the school day, and community development. The program also maximizes use of school and other public facilities. This booklet describes programs and activities, on-site monitoring, agency cooperation with the community schools, latchkey programs, and the contribution of the Alaska Department of Education to the community education program. Tables depict state funding, numbers of community school sites, councils, and council members, and community education activities available at each site. The text of the Alaska Community Schools Act is also included. (DHP)

ED 297 921 RC 016 731

Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.
REPORT NO.- GAO/RCED-88-153FS
PUB DATE- Apr 88
NOTE- 11p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each; 25% discount on orders of 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *American Indians; Civil Rights; Clerical Workers; *Court Litigation; Federal Indian Relationship; *Government Role; Lawyers; *Legal Aid; *Legal Costs; *Program Costs; Salaries
IDENTIFIERS- *Department of Justice; General Accounting Office

This fact sheet was written in response to a Senatorial request for information that would quantify litigation costs, in time and money, associated with federal efforts to defend and promote the rights of American Indians from 1982 through 1987. Costs incurred on behalf of Alaskan Natives were to be excluded in the report. It was found that for fiscal years 1982 through 1987, the Indian Resources Section of the Justice Department spent about $5.1 million to carry out its mission of litigating Indian rights cases. Of that amount, about $3.9 million was for personnel compensation and benefits while the remaining $1.2 million was for other expenses. The funds supported approximately 10 attorneys and 4 staff members each year, or 84,638 staff hours on 654 cases for the 6-year period. The information is contained in a response letter and in several statistical tables showing data on Indian Rights cases handled by Justice's Indian Resources Section. The tables show numbers and status of Indian cases, hours attorneys worked, staff and salary costs, and costs of expenses. A list of major of contributors to the fact sheet is included. (TES)

ED 297 934 SE 049 060

Orton, Robert E.
Constructivist and Information Processing Views of Representation in Mathematics Education.
PUB DATE- 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Concept Formation; Elementary Education; *Elementary School Mathematics; Information Processing; *Learning Theories; Logic; Manipulative Materials; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction
Examined is the notion of "representation" as it is used in mathematics education. The first section explains what appears to the current "received view" of representation within mathematics education. The second section describes the constructivist view of representation, especially as this view is related to Piaget's theory. The third section examines features of the information processing view of representation. The fourth section analyzes some of the fundamental differences between constructivist and information processing views. These differences focus on: (1) the use of representation as "picture of knowledge"; (2) the role of mental activity in each representation; (3) the difference between a functional and a functional-structural view of representation; and (4) the relationship between logic and psychology in each model. The ultimate goal of the paper is to contrast constructivist and information processing views of representation in mathematics education. (PK)

ED 297 950 SE 049 425

Kaput, James J.
Information Technology and Mathematics: Opening New Representational Windows.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-86-3
PUB DATE- Apr 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Cognitive Structures; *Computer Uses in Education; Educational Policy; *Elementary School Mathematics; Elementary Secondary Education; Geometry; *Information Technology; Learning Processes; Mathematics Education; Microcomputers; Problem Solving; Research; *Secondary School Mathematics

Higher order thinking skills are inevitably developed or exercised relative to some discipline. The discipline may be formal or informal, may or may not be represented in a school curriculum, or relate to a wide variety of domains. Moreover, the development or exercise of thinking skills may take place at differing levels of generality. This paper is concerned with how new uses of information technology can profoundly influence the acquisition and application of higher order thinking skills in or near the domain of mathematics. It concentrates on aspects of mathematics that relate to its representational function based on the beliefs that: (1) mathematics itself, as a tool of thought and communication, is essentially representational in nature, and (2) information technology will have its greatest impact in transforming the meaning of what it means to learn and use mathematics by providing access to new forms of representation as well as providing simultaneous access to multiple, linked representations. This report describes a few examples of novel software environments from the representation perspective, points to more novel approaches to curriculum reform in mathematics that will encourage the cultivation of higher order thinking skills and relates these to unresolved research questions and educational policy issues. (CW)

ED 297 966 SE 049 466

Verhille, Charles, Ed.
Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).
Canadian Mathematics Education Study Group.
PUB DATE- 87
NOTE- 147p.; For 1987 Proceedings, see ED 295 842. Contains small and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Mathematics; *Computer Oriented Programs; Concept Formation; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Higher Education; Mathematical Applications; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Secondary School Mathematics; Sex Differences; Statistics; *Teacher Education
IDENTIFIERS- *Mathematics Education Research

These proceedings contain lectures concerned with problem solving, applications of undergraduate mathematics, and aspects of current research in mathematics. The four working groups considered: (1) the role of feelings in learning mathematics; (2) the problem of rigor in mathematics teaching; (3) microcomputers in teacher education; and (4) the role of microcomputers in developing statistical thinking. Additionally, the two topic groups considered natural language and mathematics in human evolution and gender differences in learning outcomes on the Second International Mathematics Study. (PK)

ED 297 981 SE 049 607

Hole, Amy E.
Consider the Connections. Global Issues Education Packet.
PUB DATE- 86
NOTE- 37p.; For other packets in this series see SE 049 605-609. Contains photographs which may not reproduce well.
AVAILABLE FROM- Global Tomorrow Coalition, 1325 E Street, NW, Suite 915, Washington, DC 20005 ($7.00 each packet, set of 5 packets $30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; Elementary School Science; Elementary Secondary Education; *Environmental Education; *Global Approach; Instructional Materials; Intermediate Grades; Middle Schools; Natural Resources; Overpopulation; *Science and Society; Science Education; Secondary Education; *Secondary School Science
The old ways of doing things are no longer suitable to some of the current conditions faced by the world, such as overpopulation, environmental degradation, unstable economic development, and wasteful consumption of natural resources. In order to achieve a sustainable future, nations must develop better long range planning through combining economic, environmental, and demographic priorities. This packet is designed to help improve this process by giving students information, a perspective of the global scene, and guidance to develop critical analytical skills. Four activities are included: (1) "The Big Picture"; (2) "Global Alphabet Book"; (3) "Biosphere in a Jar"; and (4) "Mind Your Manor." Each contains a brief overview, a concept statement, objectives, a list of relevant subject areas and skills, a list of materials, and procedures used to carry out the activity. Some cut-out pages are included. (CW)

ED 297 995 SE 049 628

Bresnan, Margaret; And Others
Sequential Mathematics (Formerly Integrated Mathematics) Course I. Term 2. Pilot Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-6010-41; ISBN-0-88315-607-5
PUB DATE- 86
NOTE- 252p.; For Term 1, see SE 049 627. For course II, see SE 049 629-630, course III, see ED 289 695-696.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 617, Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Critical Thinking; Curriculum Guides; Geometry; Grade 9; *Integrated Curriculum; *Lesson Plans; *Mathematics Curriculum; Mathematics Instruction; Problem Solving; Secondary Education; *Secondary School Mathematics; State Standards; Teaching Guides
IDENTIFIERS- *New York (New York)
The Sequential Mathematics Sequence provides an integrated course of study for grades 9-11 in New York City. This document presents lesson plans for part two of the first-year course, designed for ninth grade. The curriculum interweaves algebra, geometry, logic, probability, statistics, and trigonometry, with the emphasis in the 60 lessons in this document on geometry and algebra. Each lesson begins with a clearly stated aim presented in question form. Performance objectives, new vocabulary, and a motivational activity follow. A full development is then presented, with suggested pivotal questions. Applications, a summary, and sample homework examples are also included. In each lesson opportunities are infused for helping students to develop critical thinking, problem-solving, and reasoning skills. (MNS)

ED 298 012 SO 018 312

Hensley, Frances S., Ed.
Missing Chapters II: West Virginia Women in History.
West Virginia Women's Commission, Charleston.; West Virginia Women's Foundation, Charleston.
SPONS. AGENCY- West Virginia Humanities Foundation, Charleston.
REPORT NO.- ISBN-0-9617031-0-5
PUB DATE- 86
NOTE- 217p.; Photographs may not reproduce clearly. For volume 1, see SO 018 311.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - General (020)
DESCRIPTORS- *Biographies; *Females; Individual Characteristics; *Personal Narratives; Role Models; *State History; *Womens Studies
IDENTIFIERS- *West Virginia

This collection of essays chronicles the contributions of 14 West Virginia women active in individual and group endeavors from 1824 to the present. Because the achievements of these women are absent from previous histories of West Virginia, their stories constitute missing chapters in the state's history. Some of these women made contributions in traditional feminine roles while others achieved success in professional and public fields. The lives and careers of these West Virginia women prove that they have not been merely passive observers of history, but active participants in the process. Although not all the women are West Virginia natives, they have all had a share in the state's development. They merit recognition in West Virginia history, not just to correct an imbalance in historical writing, but to provide positive examples to other women. The women chronicled are: Livia Simpson Poffenbarger; Aunt Jenny Wilson; Val Sayre Hammond; Mary Elizabeth Behner Christopher; Elizabeth Kee; Naomi M. Garrett; Ann Kathryn Flagg; Rebecca Tendael Wood Littlepage; Agnes Greer; Anna Maria Reeves Jarvis; Minnie Holley Barnes; Gertrude Humphreys; Genevieve Starcher; and Ruth Ann Musick. One organization, the West Virginia Farm Women's Club, is also included. A bibliography follows each biography, and black and white photographs are included. (APG)

ED 298 026 SO 019 203

Fundamentals of U.S. Foreign Policy. Public Information Series.
Department of State, Washington, DC. Bureau of Public Affairs.
PUB DATE- Mar 88
NOTE- 104p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTORS- Budgets; Civil Rights; Disarmament; Economic Development; Foreign Countries; *Foreign Policy; *International Relations; *National Security; Primary Sources; Resource Allocation; Scientific Research; Social Studies; Technological Advancement; *World Problems
IDENTIFIERS- Economic Trends; *Reagan Administration

Designed to explore the interests and objectives of U.S. foreign policy, this book addresses: (1) national security and arms control; (2) economic programs and trends; (3) human rights efforts; (4) science and technological developments; (5) relationships with various world regions; and (6) the need for an adequate foreign affairs budget. Chapter 1, "The Interests and Objectives of American Foreign Policy" considers the Reagan administration's role as a global force for prosperity, security, and democratic change. Chapter 2, "National Security and Arms Reduction," focuses on efforts at preserving a peaceful and stable world environment. U.S. efforts in promoting human rights, counterterrorism, narcotics' eradication, and refugee relief are described in chapter 3, "The Human Dimension." Chapter 4, "The Economic Dimension," discusses efforts to achieve a strong and prosperous U.S. economy. Specific environmental concerns are considered in chapter 5, "The Environmental and Scientific Dimension." Chapters 6-10 feature U.S. foreign policy and relations with: (1) Europe; (2) the Middle East; (3) Latin America and the Caribbean region; (4) Sub-Saharan Africa; (5) East and South Asia; and (6) the Pacific region. Chapter 11, "The Foreign Affairs Budget: Our First Line of Defense," argues for adequate spending abroad to support U.S. interests. Black and white photographs are included. (JHP)

ED 298 040 SO 019 245

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (11th, Chicago, Illinois, October 24-25, 1975).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 76
NOTE- 121p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Acculturation; Boards of Education; Cultural Pluralism; Dependents; *Educational History; *Educational Philosophy; Governance; Government School Relationship; Immigrants; Junior High Schools; Progressive Education; School Support; Social History; State Schools; Womens Studies
IDENTIFIERS- Addams (Jane); Dewey (John); Rugg (Harold Ordwell)
The proceedings papers include topics on important historical figures, the social and philosophical implications of immigrants and assimilation, the status of women, and the role of education. The two papers in the Editor's Supplement cover the junior high school movement and the establishment of a Michigan state school. "Jane Addams, the Hull House, and the Education of the Immigrants" (M. M. Krug) relates Addams' work to combat exploitation of the immigrants, her ideas on cultural pluralism, and her philosophy of education. "The St. Louis Sparkplug: Henry C. Brokmeyer" (H. B. Dunkel) details Brokmeyer's life, his adoption of Hegelian theories, and his political activities and describes his disciplines. "Centennial Celebration of a Persistent Journal" (R. E. Belding) describes the history of the Journal of Education. "School Governance by Women: The Stepping Stone To Political Participation" (K. M. Kamin) relates women's struggles to gain seats on male-dominated school boards, women's impact on the school systems and teachers, and the effect that these actions had on the movement for universal women suffrage. "Two Treatments of Cultural Difference: Dewey on Nationalism and Kallen on Pluralism" (J. Wissot) reviews John Dewey's views on assimilation and concern about Horace Kallen's position on cultural pluralism. "Harold Rugg: Educator In Search for the Authentic Gesture" (R. V. Bullough, Jr.) describes Rugg's ideas on the condition and destiny of the United States and the nature of an education capable of meeting the U.S. challenge and playing a crucial role in shaping its destiny. "The Junior High School: A Product of Reform Values, 1890-1920" (W. R. Stephens) traces the history of the inception of junior high schools and argues that they are a result of the progressive educational reform movement. "The 'Delicate Duty' of Child Saving: Coldwater, Michigan 1871-1896," (R. S. Patterson; P. Rooke) describes the reform movement to provide state supported educational institutions for the teaching of moral values and physical training to poverty stricken children. The program, the business meeting's minutes, and the attendees list are included. (DJC)

ED 298 051 SO 019 256

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October 24-25, 1986).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 87
NOTE- 247p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Administrative Policy; Administrator Attitudes; Adult Education; Catholics; Educational Change; Educational Development; *Educational History; *Historiography; Progressive Education; Public Education; *Public Schools; Religious Education; Second Language Instruction; Social Change; Theory Practice Relationship; *Urban Education; Veterinary Medicine; *Womens Studies
IDENTIFIERS- Addams (Jane); Hungary; Indiana (Muncie); Italy; Jesuits; McAndrew (William); *Nineteenth Century; Ohio (Cincinnati); Ohio (Dayton); Owen (Robert); South Africa; Spain
Presented in seven parts, titles in part 1 of these conference papers are: "The Uses of Educational History" (Eisele); "The Modern Assault on Public Schools" (Romanish); and "Human Rights and Education" (Padavil). In part 2, the paper titles are: "Jane Addams' Hull-House" (Colby); "Educational Policy and Conflict in the Chicago Schools" (Smith), and "Working for Cincinnati's Public Schools, 1830-1900" (Bertaux). Part 3 titles are: "The Latin Question" (Everett) and "Mother Theodore Guerin and the Education of Sister-Teachers, 1840-1856" (Scatena). Part 4 titles are: "Education for the Poor in Nineteenth Century Italy and Spain" (Wolf); "Modern Education and Social Change in the State of Kerala, India" (Thottupuram); and "The Memorandum of 1839" (Reagan). Part 5 "Schools for Scandal" (Perko) examines the Roman Catholic criticism of public schools from 1900 to 1940. In part 6, the titles are: "Veterinary Medicine from 1850 until 1890" (Lang); "Educational Engineering" (Sealander); "Spreading the Gospel" (Lakes); and "'Blest Be the Tie that Binds'" (Stith). Part 7 discusses the history of the educational system in Muncie (Indiana) and the ideological perspectives for social reconstruction of Robert Owen and William McClure. The titles are "Education in Middletown" (Jones) and "Reconstructive Themes in Robert Owen's and William MacClure's Plans for New Harmony, Indiana, 1824-1830" (Gutek). The conference keynote address "Chronology of the History of Institutional Pre-School Education in Hungary" (Vag), the program, the business meeting's minutes, and the directory of attendance are included. (DJC)

ED 298 066 SO 019 460

Morgan, Jack C.; Banaszak, Ronald A.
The Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.
SPONS. AGENCY- Foundation for Teaching Economics, San Francisco, Calif.
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civics; *Content Analysis; *Curriculum Guides; *Economics; Economics Education; Educational Research; Instruction; *Integrated Activities; Material Development; Research Projects; Secondary Education; Social Studies; State Curriculum Guides; Teaching Methods; *Textbook Content; Textbooks

This research project analyzes the civics content in six secondary economics textbooks and the economics content in 25 state and local civics curriculum guides in order to determine integration patterns. The report also contains information about potential content integration topics, appropriate teaching strategies, and implications for materials development. Integrated economics and civics curriculum suggestions include: (1) tracing economic, political, and social roles of young adults; (2) using decision-making models; (3) adapting a chronological or topical teaching approach within the context of U.S. economic and political history; (4) using case studies that relate economics to civics; (5) actively involving students in a study of their community, state, or the United States; and (6) developing the curriculum around a few specific themes. Appendices include: (1) a bibliography of the analyzed economics textbooks; (2) the economics textbook and the civics curriculum guide evaluation forms; and (3) a list of the states and local school districts whose curriculum guides were analyzed. Nine tables are included. (JHP)

ED 298 080 SP 030 326

Holmes, Dennis H.; And Others
The Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- May 88
NOTE- 64p.; Cover title, "A Report...," differs from title page.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Facilities; Elementary Secondary Education; *Inservice Education; Instructional Materials; *Needs Assessment; Participative Decision Making; *Public School Teachers; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Burnout; Teacher Improvement; Teacher Morale; *Teaching Conditions; Teaching Methods
IDENTIFIERS- Collegiality

This report summarizes the findings of a study of the professional development or inservice training needs of experienced teachers in the District of Columbia Public Schools (DCPS). An introduction to the findings of the survey is devoted to a discussion of the teachers' perceptions of the important factors that influence their teaching in DCPS. Chief among these factors were what is viewed by the teachers as the difficult working conditions in the school system and the perceived high levels of teacher stress and burnout. Findings are reported on responses to interviews with 32 teachers and 16 administrators a survey questionnaire completed by 400 randomly selected DCPS teachers. Questions centered on: (1) What factors appear to influence teacher participation in staff development or inservice programs currently operated by the DCPS? (2) What staff development topics are of interest to experienced teachers in DCPS? (3) What methods of program delivery, including format, are preferred by teachers in DCPS? and (4) What rewards or incentives are perceived necessary to motivate teachers to participate in DCPS staff development programs? Specific recommendations are made for action or policy in developing inservice programs. A 27-page literature review comprises the appendix. (JD)

ED 298 097 SP 030 502

Freeman, Donald J.
Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 33p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Employment Patterns; *Followup Studies; *Graduate Surveys; Higher Education; Schools of Education; Teacher Attitudes; *Teacher Education Programs; *Vocational Followup
A substantial proportion of teacher education institutions administer follow-up surveys to their graduates at some time or other, and many institutions repeat these surveys at regular intervals. Despite the prevalence of such surveys, most institutions develop and administer their own questionnaires without benefit of the experiences of others. The compendium of survey questions presented here is intended to rectify at least part of this problem. The items included in this compendium were culled from a number of existing follow-up survey questionnaires and are organized around the topics most frequently asked about in such questionnaires. For those situations in which analogous questions were asked by numerous institutions, this compendium provides the best formulations of these commonly asked questions. Included in the compendium are items asking about demographic information, employment history, job satisfaction, current teaching context, perceived quality of teacher education programs, professional knowledge, teaching skills and dispositions, and teachers' views about continuing their professional growth. (Author)

ED 298 114 SP 030 544

Guidelines for Effective School Health Education To Prevent the Spread of AIDS.
Centers for Disease Control (DHHS/PHS), Atlanta, GA.
REPORT NO.- HHS-CDC-88-8017
PUB DATE- Jan 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Course Content; *Disease Control; Elementary Secondary Education; Epidemiology; *Health Education; Medical Services; Patient Education; *Prevention; Program Development; Public Health; Social Behavior

These guidelines for effective school health education to prevent the spread of Acquired Immune Deficiency Syndrome (AIDS) and other sexually transmitted diseases, were developed to help school personnel and others plan, implement, and evaluate educational efforts to prevent unnecessary morbidity and mortality associated with AIDS and other human immunodeficiency virus (HIV) diseases. Content considered essential for AIDS education in early elementary school, late elementary/middle school, and junior high/senior high school is summarized. Twenty-six references are listed. (JD)

ED 298 131 TM 011 462

Harnisch, Delwyn L.; Rotheroe, Dave
ITEMBANK: An Item Bank Package for the IBM PC. User's Guide, Version 1.0.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
PUB DATE- Sep 86
NOTE- 52p.; Low-cost basic manuals are available. For related documents, see TM 011 463-465.
AVAILABLE FROM- Dr. Delwyn L. Harnisch, Chairperson, Office of Educational Testing, Research, and Service, University of Illinois at Urbana-Champaign, Room 123, Institute for Child Behavior and Development, 51 Gerty Drive, Champaign, IL 61820.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Testing; Essay Tests; Item Analysis; *Item Banks; *Menu Driven Software; *Microcomputers; Multiple Choice Tests; Objective Tests
IDENTIFIERS- *IBM Personal Computer; *User Guides
This manual describes and explains the commands available in the ITEMBANK package (a comprehensive test item bank). True-false, multiple-choice, short-answer, and essay items, as well as the associated answers, can be accommodated. Content domains and behavior categories exist for item classification. Most menus have instant action. Items and tests are displayed on the screen in a print format. Each item file can have hundreds of items, and the number of item files is unlimited. Items can be printed for easy reference. Statistical data are stored for each item and each test, enabling performance on a test to be predicted. Stored items can be selectively incorporated into a test and a powerful editor allows for easy manipulation of tests. Materials other than items can be easily added to a test. Test questions are automatically numbered. Multiple forms of the same test can be created easily by scrambling or ordering the test questions manually or automatically. Tests and answer keys can easily be printed or displayed. Cross-references between different forms of the same test can be generated automatically. (TJH)

ED 298 145 TM 012 232

Marsh, Herbert W.; Grayson, David
Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.
PUB DATE- 88
NOTE- 43p.; Some pages are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Achievement Tests; *Catholic Schools; Comparative Analysis; Differences; *Grade 12; High Schools; High School Students; Latent Trait Theory; Outcomes of Education; *Public Schools; Religious Education; School Effectiveness; *Scores
IDENTIFIERS- *High School and Beyond (NCES); Latent Structure Analysis; LISREL Computer Program; *Structural Equation Modeling Approach
Previous research with the large, nationally representative High School and Beyond data has compared senior year achievement test scores for public and Catholic high school students after controlling for background variables and sophomore year test scores. These analyses, however, were based on traditional applications of multiple regression with its implausible assumptions that variables are measured without error and that residuals are uncorrelated. The present study demonstrates tests for mean differences on latent constructs using the LISREL approach to multi-group structural equation modelling for this substantively important issue. Data on 10,507 students from 853 public and 80 Catholic high schools were analyzed. Public/Catholic differences, even after controlling for background and sophomore outcomes, favored Catholic high school students on senior year outcomes (achievement, educational aspirations, and academic course selection) and subsequent college attendance. These public/Catholic differences were similar for students differing in race, socioeconomic status, and initial ability. However, public/Catholic differences in achievement, educational aspirations, and college attendance were apparently mediated by the academic orientation of course selection. The flexibility, advantages, and limitations of this multi-group structural equation modelling approach are discussed. Six tables and multiple figures and equations conclude the document. (Author/TJH)

ED 298 161 TM 012 278

Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
REPORT NO.- GE6-725-05
PUB DATE- 86
NOTE- 29p.; For related documents, see TM 012 277, and TM 012 283-284.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; *Educational Objectives; Elementary School Students; *Grade 5; Graphs; Inferences; Intermediate Grades; Logic; *Minimum Competency Testing; Reading Comprehension; Reading Instruction; *Reading Tests; Reference Materials; State Programs; Test Construction; *Testing Programs; Vocabulary Skills
IDENTIFIERS- Cause Effect Relationship; *Texas Educational Assessment of Minimum Skills

The reading learning objectives for fifth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum." These objectives and the measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) identify the main idea of a text; (2) use context to understand the meaning of words; (3) identify specific details; (4) identify the sequence of events; (5) draw logical conclusions; (6) distinguish between fact and opinion; (7) identify cause-and-effect relationships; (8) identify the parts of a book used to obtain information; and (9) use graphic sources to obtain information. Sample test items are provided for each of the skill areas. (TJH)

ED 298 176 TM 012 337

Rasanauskas, Sigita
Improving Teacher Certification Examination Scores of Minority Candidates: Results of an Intervention Program.
PUB DATE- Feb 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Black Teachers; College Graduates; *Competency Based Teacher Education; Computer Assisted Instruction; Elementary Secondary Education; Higher Education; *Licensing Examinations (Professions); *Minority Group Teachers; Program Evaluation; *Scores; Sex Differences; *Teacher Certification
IDENTIFIERS- *Florida Teacher Certification Examination; Teacher Candidates
The pre- and post-1985 Florida Teacher Certification Examination (FTCE) scores of black first-time test takers (BFTTs) from a historically black institution (N=130) were compared on the four subtests of the test (62 candidates took the pre-1985 and 68 took the post-1985). In addition, institution results were compared with the scores of all state BFTTs (N=3,025) for the two time periods. The purpose was to determine the effect of an intervention program designed to teach the state identified essential teaching competencies--the Competency Based/Computer Assisted Teacher Education Program--on FTCE results. Statistically significant differences were found in the performance of the institution sample pre- and post-1985 on the subtests addressed by the intervention program. A statistically significant sex difference was found on the mathematics subtest. Moreover, the institution's overall passing rate increased by 100%, while the state overall passing rate for BFTTs remained the same pre- and post-1985. Three tables summarize data. (SLD)

ED 298 190 UD 026 245

Newman, Sandra J.; Schnare, Ann B.
Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 87
NOTE- 157p.
AVAILABLE FROM- The Urban Institute, 2100 M Street, N.W., Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Differences; Efficiency; Federal Aid; *Federal Programs; *Housing Deficiencies; *Housing Needs; Low Rent Housing; Program Budgeting; Program Development; *Program Effectiveness; *Program Evaluation; Program Improvement; Public Housing; Regional Characteristics; Welfare Recipients; *Welfare Services
IDENTIFIERS- Department of Health and Human Services; Department of Housing and Urban Development
The United States Department of Health and Human Services (HHS)--through the explicit and implicit shelter allowance provided under Aid to Families with Dependent Children (AFDC), Supplemental Security Income (SSI), and General Assistance--spends at least $10 billion a year on housing assistance, or about as much as the Department of Housing and Urban Development (HUD). There are, therefore, two streams of government financing of low-income housing: an HUD stream and a welfare stream. This report, examining the efficiency, equity, and overall effectiveness of housing aid, found the following: (1) there is considerable overlap between the goals and the clientele of HUD and HHS programs; (2) the system guarantees that program recipients will live in substandard housing and that similar individuals in different locations will not be treated equally; and (3) the system is ineffective: 46 percent of all welfare households spend more than half their income on housing, 13 percent are overcrowded, and 29 percent live in physically substandard units. Recommendations are made for future policies that will restructure the current system by reducing inequities, improving efficiency, and increasing flexibility. Budgeting issues are discussed. The national commitment to low-income housing must be reinstated. Data are exhibited on 32 tables. Appendices provide additional data. (BJV)

ED 298 203 UD 026 336

Hill, Paul T.
Program Strategy and Design: Options for Federal Actions in Education.
PUB DATE- Oct 87
NOTE- 19p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Federal Programs; *Federal State Relationship; Financial Support; Objectives; Program Administration; *Program Design; Program Development; *Program Evaluation; Program Implementation; School Districts; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I
This paper analyzes design alternatives for Federal elementary and secondary education programs. It identifies the range of program strategies available and analyzes their strengths and weaknesses. The proper design for any program depends upon the following factors: (1) goals; (2) the availability of Federal funding to pay for necessary services and administrative actions; (3) accommodations necessary to enact the program and sustain its political support; and (4) the capacity of the organizations that deliver services to beneficiaries. The design of Chapter 1/Title I is analyzed. The following alternative program designs are compared according to several standard criteria: (1) subsidies to assist (or induce) state and local public school systems to change their service delivery patterns; (2) contracts with nongovernmental organizations to deliver certain services or serve designated groups; and (3) transfers of purchasing power to students or their parents. A figure illustrates some of the data. A brief list of references is included. (BJV)

ED 298 217 UD 026 351

Brouillet, Frank B.
An Evaluation Program for Integrated Elementary Schools and Programs. Multicultural Education Resource Series.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Sep 87
NOTE- 20p.; Originally printed in December 1982.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; American Indians; Asian Americans; Black Students; *Desegregation Effects; Elementary Education; *Elementary Schools; Elementary School Students; Equal Education; Hispanic Americans; Minority Group Children; *Multicultural Education; Program Effectiveness; *Racial Integration; *School Desegregation; *Social Integration
This program was developed for use for those who wish to learn more about the increasing complexity of implementing school desegregation, school integration, and equal educational opportunities for all children and youth in the public schools. It is designed to assist school districts in evaluating the extent to which desegregated elementary schools are developing an integrated educational program. Information about individual schools may be used by the staff to accomplish the following: (1) assess their current status in developing an integrated school; and (2) chart changes over a period of time in developing an integrated school. This individual school assessment method was originally developed and field-tested in four California school districts in 1972. The program may be used with Asian, American Indian, Black and Hispanic children. Critical dimensions of cultural and structural integration assessed are the following: (1) student self-concepts and attitudes toward school; (2) student academic achievement; (3) development of multicultural programs; (4) multiethnic student roles; (5) multiethnic educator roles; and (6) multiethnic parent roles. Because of large differences between assessment profiles of different schools in the same school district, it is suggested that principals concentrate on their individual school's completed profile as a guide for goal setting and planning. An example of a completed profile from an actual school and instructions for interpretation are included. (Author/FMW)

ED 298 230 UD 026 365

Calloway, Donn R.
Washington State Adult Refugee Project. ESL Master Plan (Revised). Guidelines for Institutional Curricula for Refugees.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
PUB DATE- Sep 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Behavioral Objectives; Bilingual Education Programs; Communicative Competence (Languages); *English (Second Language); Functional Literacy; Illiteracy; Immigrants; Language Enrichment; Language Proficiency; Limited English Speaking; Non English Speaking; *Refugees; *Second Language Instruction; State Curriculum Guides; Vocational English (Second Language)
IDENTIFIERS- Washington
The Washington State English as a Second Language (ESL) Master Plan, part of the Adult Refugee Project, is designed for use by program administrators and instructors in planning institutional curricula. Program goals are the following: (1) enable refugees to reach a level of English usage and cultural familiarity that makes them employable; (2) enable refugees to reach a level of English usage that allows participation in vocational training and upgrading programs; (3) provide for English language improvement for employed refugees; and (4) enable refugees to make a contribution to the new society in which they have resettled. The program distinguishes between illiterate, non-Western refugees and those who are literate, somewhat familiar with Western culture, but unable to speak, read or write English. Students are designated as either preliterate, beginning, or intermediate, based on their degree of literacy, familiarity with Western culture, and proficiency in the English language. Students are placed in one of seven skill level groupings, whose educational objectives become progressively more demanding. Specific oral/aural, functional literacy, and pronunciation competencies, referred to as "Benchmarks," are designated for each skill level. Daily lesson planning should maintain a balance between pre-communicative and communicative learning activities. A seven-page inventory of grammatical structures, and samples of a student progress report, and a monthly project report are included in three appendices. (FMW)

ED 298 243 UD 026 396

Martin, Susan Forbes; And Others
Serving the Newly Legalized: Their Characteristics and Current Needs.
Refugee Policy Group, Washington, DC.
SPONS. AGENCY- American Public Welfare Association, Washington, D.C.
PUB DATE- Jun 88
NOTE- 78p.; Additional funding provided by the states of California, Florida, Illinois, New York, Oregon, and Texas; and the District of Columbia.
AVAILABLE FROM- American Public Welfare Association, 1125 15th St., N.W., Suite 300, Washington, D.C. 20005.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Educational Attainment; Employment Level; English (Second Language); *Family Characteristics; Federal Legislation; Geographic Distribution; *Health Needs; Housing Needs; *Immigrants; Income; Individual Characteristics; Marital Status; Migration; *Social Services; State Aid; *State Federal Aid; Undocumented Immigrants
IDENTIFIERS- Immigration Legislation; *Immigration Reform and Control Act 1986

The Immigration Reform and Control Act of 1986 (IRCA) provides for the legalization of undocumented aliens through several programs. IRCA established the State Legalization Impact Assistance Grants (SLIAG) "to alleviate the financial impact on States and local governments that may result from the adjustment of immigrant status" through the legalization program. Under SLIAG $1 billion per year during the four fiscal years beginning in 1988 will be made available for states for the following types of social services: (1) public assistance; (2) public health assistance; and (3) education. Planning for the SLIAG program at the state and local levels has been very difficult because of a lack of information about the newly legalized population; this survey provides a broad profile of that population, assessing its service usage, and likely service needs. More than 100 people who have worked closely with the aliens in seven states were surveyed. Information is given on the following: (1) size of population (as of March 24, 1988, there were 1,258,359 applications for legalization); (2) nationality; (3) distribution within states; (4) demographic characteristics, including sex, age, marital status, education and language skills, health status and service needs, employment status, income, potential public assistance utilization, housing status, and geographic mobility. Recommendations are made in the following areas: (1) general; (2) health; (3) education; and (4) employment, income, and public assistance. Data are presented on eight tables. (BJV)

ED 297 908 RC 016 697

Murray, Steve; And Others
Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.
SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Apr 88
NOTE- 110p.; Papers presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - General (020)
DESCRIPTORS- Change Strategies; *Compensatory Education; Elementary Education; Federal Programs; Improvement Programs; Program Development; Program Effectiveness; *Program Improvement; Workshops
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Northwest Regional Educational Laboratory; Program Adaptation; Technical Assistance Centers; United States (Northwest)
This is a collection of four papers concerned with improvement of Chapter 1 programs in the northwestern United States. The first paper (Steve Murray) describes a program improvement support model presently in use. It summarizes the process of program adoption in five northwestern states and describes differences in state context that have influenced the adoption process or use of the program improvement model. The second paper (Sam Stringfield) describes the Chapter 1 Program Improvement Workshop Series offered by the Northwest Regional Educational Laboratory Chapter 1 Technical Center. Central features of the workshop series and modifications required by different states and local programs are reviewed. The third paper (Alan Davis) addresses differences in implementation of improvement of Chapter 1 projects at the district level. Case histories from three districts illustrate the initial context of each project, the changes brought about while the district was involved in the improvement process, and other factors influencing the project. The changing role of leadership is seen as a central influence. The final paper (David Leitner) details one district's involvement in a Chapter 1 Program Improvement Project. Three major components of the program are examined: program self-assessment, the change process, and outcome data. The importance of context sensitivity for models of program improvement is emphasized. (DHP)

ED 297 922 RC 016 732

Edmonds, E. L.
The Small Rural Schools of Prince Edward Island.
PUB DATE- 81
NOTE- 40p.; Appendix may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- *Classroom Environment; Consolidated Schools; Educational Facilities; Elementary Education; *Elementary Schools; Foreign Countries; Institutional Characteristics; Multigraded Classes; *Rural Schools; *School Attitudes; *School Closing; School Surveys; *Small Schools; Student Attitudes; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Prince Edward Island
In 1973, there were 56 one- and two-room elementary schools in Prince Edward Island (Canada). As part of a descriptive survey of these schools, now closed by consolidation, researchers visited each school in 1973 and recorded details of the buildings, facilities, and school organizations. Teachers from 47 schools and their 737 students in grades 4-8 completed questionnaires assessing their opinions of the learning environment in their schools. Most schools were one story, wooden structures on concrete foundations, located in the countryside near villages and heated by oil space heaters or furnaces. Only 22 had cold running water and only 16 had telephones, whereas 9 lacked electricity. Playgrounds were relatively undeveloped, with little equipment. Most teachers were women and had qualifications equal to provincial averages; over half were below age 40 and had at least 10 years experience. Teachers treated the small school as superior to larger schools in the areas of student learning, interpersonal relationships, and classroom discipline, and inferior in the areas of instructional resources and extracurricular activities. Students rated their classrooms as high in social cohesiveness and competition. The document asserts that the results disprove many preconsolidation claims made against small schools by the provincial Department of Education. The report includes one vision of the ideal three classroom school, and 76 references. (SV)

ED 297 935 SE 049 095

Hill, Johnny
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment; Cognitive Style; Cooperative Education; *Educational Environment; Educational Research; Group Activities; Literature Reviews; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Peer Teaching; *Research Utilization; Secondary Education; *Secondary School Mathematics; Teacher Effectiveness; *Teaching Methods; Tutoring
IDENTIFIERS- ERIC Digests; Mathematics Education Research
This document explores teaching and learning of mathematics apart from what mathematics content is being taught. Cooperative learning and peer tutoring are seen as effective alternatives for providing mathematics instruction in secondary schools. The physical and intellectual environments of the classroom are discussed, with special attention paid to learning styles. It is concluded that several variables affect student achievement and attitude. Further, a variation in teaching strategy to include cooperative learning and peer tutoring might be beneficial. Teachers must be aware of how their styles, classroom conditions, student-student interactions, and student-teacher interactions may influence the attainment of educational objectives. (PK)

ED 297 967 SE 049 467

Jayaratne, Toby Epstein

The Impact of Mothers' Math Experiences on Their Daughters' Attitudes toward Math.

PUB DATE- 87
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; *Parent Attitudes; *Parent Background; *Secondary School Mathematics; Sex Differences; Student Attitudes

A large body of research literature has indicated that parents exert a strong influence on their children's development of achievement attitudes. It is suggested that children's beliefs about achievement appear to be related to parents' expectations about their childrens' achievement but not to parent's attitudes regarding their own abilities and experiences. This study explores the possibility of different modeling effects in children whose parents have some college or less versus children whose parents have a college degree or more. Results indicate that significant effects emerged in only one subgroup--higher-educated mothers and their daughters.

ED 297 982 SE 049 608

Hole, Amy E.
Marine and Coastal Resources. Global Issues Education Packet.
PUB DATE- 87
NOTE- 24p.; For other packets in this series see SE 049 606-609. Contains photographs which may not reproduce well.
AVAILABLE FROM- Global Tomorrow Coalition, 1325 E Street, NW, Suite 915, Washington, DC 20005 ($7.00 each packet, set of 5 packets $30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Ecology; Elementary School Science; Elementary Secondary Education; *Environmental Education; Estuaries; Instructional Materials; Intermediate Grades; Marine Biology; *Marine Education; Middle Schools; Oceanography; *Science Activities; Science Education; Secondary School Science
At least 70% of the Earth is covered with water. This packet provides background information on eight areas of concern regarding marine and coastal resources. Considered are: (1) "Coastal Resources"; (2) "Mangroves"; (3) "Coral Reefs"; (4) "Ocean Resources"; (5) "Aquaculture"; (6) "Pollution"; (7) "Marine Debris"; and (8) "The Global Commons." Activities included in this packet are designed to increase students' awareness of these issues. Each activity includes a brief description, a concept statement, objectives, a list of relevant subject areas and skills, materials, and procedures. Several maps and worksheets for copying are included in this packet. Individual activity lessons include: "Common Concerns"; "Bringing up Baby"; "Polyp Pile-up"; "Mangrove Trees: Up to their Knees in Salty Seas"; "Sea of Debris"; and "Wave of the Future." A picture for coloring is also included. (CW)

ED 297 996 SE 049 629

Sequential Mathematics Course II. Part 1. Pilot Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-6010-42; ISBN-0-88315-623-7
PUB DATE- 85
NOTE- 279p.; For Part 2, see SE 049 630. For course I, see SE 049 627-628, course III, see ED 289 695-696. Drawings may not reproduce well.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 617, Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Curriculum Guides; Geometry; Grade 10; *Integrated Curriculum; *Lesson Plans; Logic; *Mathematics Curriculum; Mathematics Instruction; Problem Solving; Secondary Education; *Secondary School Mathematics; State Standards; Teaching Guides
IDENTIFIERS- *New York (New York)

The Sequential Mathematics Sequence provides an integrated course of study for grades 9-11 in New York City. This document presents lesson plans for part one of the second-year course, designed for 10th grade. The curriculum interweaves algebra, geometry, logic, probability, statistics, and trigonometry, with the emphasis in the 61 lessons in this document on logic, trigonometry and probability. Each lesson begins with a clearly stated aim presented in question form. Performance objectives, new vocabulary, and a motivational activity follow. A full development is then presented, with suggested pivotal questions. Applications, a summary, and sample homework examples are also included. In each lesson opportunities are infused for helping students to develop critical thinking, problem-solving, and reasoning skills. (MNS)

ED 298 013 SO 018 335

Education in Asia and the Pacific: Reviews, Reports and Notes. Number 23.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- Dec 86
NOTE- 155p.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conferences; Curriculum Enrichment; Educational Trends; *Futures (of Society); *Global Approach; *Higher Education; Humanism; *Humanistic Education; Social Studies; *Universities; Values Education

The first article in this annual compilation ("Review of an International Conference on the University in the Future World," by Ransoo Kim) describes an international conference of Christian universities, held in May, 1985 at Yonsei University, to review the functions, problems, and missions of universities from a global perspective. Universities have frequently been the converging point for revolutionary forces and the catalysts for ideas to improve human welfare and, as a result, should develop futuristic orientations and global perspectives. Dr. Nathan M. Pusey, President of Harvard University, later emphasized that the mission of the university is to direct more attention to rational inquiry in search of truth and to the study of humanism in curriculums. Dr. P. T. Chandi, representing Christian universities in India, recommended a shift from studying facts to learning how to learn and an emphasis on developing the "whole person". Dr. Woo Chu Lee maintained Korean universities should return to an emphasis on liberal arts curricula and become creators of the social values which will lead people in the future. Dr. A. Latif added that universities should cooperate in higher education as a desirable step in meeting the world's needs in the future. Participants agreed that in order to assure that educated persons become a serving minority instead of an exploitative one, universities should teach the value of human dignity and a commitment to serve all persons. Most of the attendees urged Yonsei University to become a leader in teaching the dignity of humanistic values. (JHP)

ED 298 027 SO 019 206

Citro, Constance F.; Gaquin, Deirdre A.
Artists in the Workforce, 1950 to 1985.
National Endowment for the Arts, Washington, D.C.
PUB DATE- Sep 87
NOTE- 276p.; Some graphs may not reproduce clearly.
CONTRACT- C86-207
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Artists; Comparative Analysis; Demography; Educational Trends; Employment Patterns; Income; *Labor Force; Population Growth; Population Trends; Research; Residential Patterns; Social Sciences; Statistical Analysis; *Trend Analysis
IDENTIFIERS- Bureau of the Census

This monograph examines the size and composition of the population of U.S. artists from 1950 to 1985 using data from four U.S. decennnial censuses (1950-1980) and the Current Population Survey (CPS). Chapter 1 presents an overview and summary of the report. Population growth rates for the United States and persons in specific arts-related occupations are examined and compared in chapter 2. Rates of increase varied substantially across occupations and time periods and between the sexes. Chapter 3 reports on changes over time in the residence patterns of professional workers and artists with emphasis placed on urban populations that reside in the Northeast, Midwest, South, and West. Chapter 4 describes trends in artists' age profiles and educational levels compared with professional workers and with the total work force, while chapter 5 focuses on employment trends and earnings of artists in relation to professional workers and to the total work force. Each chapter treats data for men and women separately. Appendices include: (1) the occupational classification of artists in the U.S. Census; (2) the number of artists, 1950-1985; (3) a description of the impact of sampling error on data reliability; and (4) tables that report specific arts occupation characteristics. Numerous figures and tables are included. (JHP)

ED 298 115 SP 030 545

Spicer, Willa
A Core Program for the 90's: Changing Patterns for Instruction. Final Report.
South Brunswick Township Board of Education, Monmouth Junction, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Critical Thinking; *Cultural Pluralism; *Curriculum Development; High Schools; Integrated Activities; *Interdisciplinary Approach; Participative Decision Making; *Program Development; *School Schedules; *Secondary School Curriculum; Unified Studies Curriculum
During the next school year, South Brunswick (New Jersey) High School will offer an interdisciplinary course developed by six teachers under a grant from the Federal Government and the local Board of Education. The objectives of the two-year development project were: (1) to allow staff to explore alternatives to traditional secondary school programs and to collect data for decision making; (2) to increase sustained instructional time for studies which do not fit well into 45-minute segments; and (3) to provide every student with at least one interdisciplinary course which integrates math, science, social studies, and English around major themes drawn from the American experience. The course which evolved from these objectives, entitled "Journeys," is organized around three major concepts: Identity, Freedom, and Change. The vehicle for the study of these concepts will be American cultural pluralism, which will lead seniors through an examination of what it means to be an American as the 21st century dawns. This report on the project is organized in three parts: (1) status of the project in terms of its original objectives; (2) working papers for the interdisciplinary course; and (3) description of development process. (JD)

ED 297 894 RC 016 456

Chemawa Indian School: A Strong Spirit of Growth.
Chemawa Indian School, Salem, OR.
PUB DATE- Oct 87
NOTE- 21p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Alcohol Education; *American Indian Education; *Boarding Schools; Counseling Services; Drug Education; Educational Counseling; Gifted; Program Descriptions; Recreational Facilities; Remedial Instruction; School Guidance; *Secondary Education; Substance Abuse
IDENTIFIERS- *Bureau of Indian Affairs Schools; Office of Indian Education Programs; *Oregon (Salem)

This picture booklet was prepared as a public-information tool describing programs, facilities, students and faculty at the 108-year-old Chemawa Indian School in Salem, Oregon. The boarding school, operated by the Bureau of Indian Affairs (BIA), has a capacity of 400 students, housed in 10 dormitories. It serves American Indian students in grades 9 through 12, offering academic and recreational programs both on- and off-campus. Accredited by the Northwest Association for Schools and Colleges, Chemawa has a wide variety of standard and vocational classes, electives, and individualized services (including special education). Other programs, funded by the Federal Office of Indian Education Programs, target gifted, talented and creative students. School guidance programs allow counselors, social workers, tutors, and a school psychologist to work with students in their dorms. Two dorms are set aside for students needing special attention for substance abuse problems. If they need inpatient treatment off-campus, tutors are provided to help them keep up with their studies. Post-care group counseling is available upon their return. Students are assisted with their post-graduation plans and goals. There are facilities for football, basketball, softball, and swimming and the booklet lists the Chemawa sports teams and their recent achievements. It also describes daily, weekly and annual events at Chemawa. (TES)

ED 297 951 SE 049 426

Nuclear Powerplant Safety: Operations.
Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0070
PUB DATE- 86
NOTE- 20p.; Pictures and drawings may not reproduce well.
AVAILABLE FROM- Energy, P.O. Box 62, Oak Ridge, TN 37831 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accident Prevention; College Science; Energy; Engineering Technicians; Environmental Standards; Higher Education; *Nuclear Energy; *Nuclear Power Plants; Nuclear Power Plant Technicians; *Nuclear Technology; Radiation; *Safety; *Safety Education; Science Education; Utilities
IDENTIFIERS- Nuclear Regulatory Commission

Powerplant systems and procedures that ensure the day-to-day health and safety of people in and around the plant is referred to as operational safety. This safety is the result of careful planning, good engineering and design, strict licensing and regulation, and environmental monitoring. Procedures that assure operational safety at nuclear powerplants are as follows: (1) training and updating of reactor operators in procedures of powerplant operation; (2) maintenance of strict security at the powerplant; (3) control of radiation releases; (4) storage of the spent (used) fuel in deep pools of water within the powerplant to allow cooling and handling of the spent fuel by remote control; (5) certification of powerplants by the Nuclear Regulatory Commission (NRC) in design, construction and safe operation; and (6) ongoing inspections and environmental monitoring programs to ensure that nuclear powerplants comply with all requirements for public health, safety, and environmental protection. Topics discussed include operational safety; personnel training programs; categories of reactor operators; security; control of radiation releases; handling spent fuel; role of NRC; and sources of radiation to the United States population. (RT)

ED 298 052 SO 019 257

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (23rd, Chicago, Illinois, November 5-7, 1987).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 88
NOTE- 233p.; For related documents, see SO 019 242-256.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Adult Literacy; College Curriculum; Deafness; *Educational History; Educational Philosophy; Ethnic Studies; Government School Relationship; Historiography; Law Schools; *Progressive Education; Religious Education; Single Sex Colleges; Social Change; Student Attrition; *Teacher Education Programs; Urban Studies; Womens Education
IDENTIFIERS- Depression (Economic 1929); Normal Schools
Presented in four parts, part 1 of these conference papers discusses the controversy over Michael Katz's analysis of votes in Beverly, Massachusetts; Cora Wilson Stewart's crusade for literacy in Kentucky; and the debate over deaf education between Edward Miner Gallaudet and Alexander Graham Bell. The titles are: "What the Katz/Vinovskis Debate Tells Us about the Limits of Quantitative History" (Angus); "The Dream of a Common Language" (Estes); and "The Oral-Manual Debate in Deaf Education" (Reagan). The four papers in part 2 discuss women's colleges in Delaware, New Jersey, and Rhode Island; Lester Frank Ward's educational program; the influences of Herbartianism; and the legislative reforms for education based on the Harper Report of Chicago. The titles are: "Women's Co-ordinate Colleges Amid Male Supremacy" (Taggart); "A Note Concerning Lester Frank Ward and Progressive Education" (Rutkowski); "U.S. Herbartianism at the State and Local Level" (Berry); and "Attempting School Reform in Turn of the Century Chicago" (Ginsberg). Part 3 discusses Iowa's teacher education program 100 years ago and today, the evolution of normal schools' curriculum, and the history of Litchfield (Connecticut) Law School. The titles are: "Assessing the Knowledge, Skills, and Professional Attitudes of New Teachers in Iowa, 1878-1887 and 1978-1987" (Kniker); "The Evolution of Teacher Training" (Scatena); and "The Origin of Professional Education" (Handler and Handler). In part 4, four papers discuss the comparison of grade attainment and ethnicity in Pittsburgh (Pennsylvania), curricular efforts and social reconstructionism during the Depression, the failure of the American Association for Adult Education, and the evangelical messages in the "Young People's Weekly". The titles are: "The Educational Experiences of Ethnic and American Students in the Pittsburgh Public Schools, 1911-1928" (Martin and Bickel); "Radical Politics" (James); "The Anti-Profession Profession" (Rose); and "The School in a Newspaper" (Townsend). The program and business meeting's minutes are included. (DJC)

ED 298 067 SO 019 535

To Survey American Crafts: A Planning Study. Research Division Report #2.
Mathematica Policy Research, Washington, DC.; National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Aug 79
NOTE- 32p.; Summarized from "To Survey American Crafts: A Planning Study" by Diana Zentay, and others.
AVAILABLE FROM- Publishing Center for Cultural Resources, 152 West 42nd St., New York, NY 10036 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *Craft Workers; Data Collection; Data Interpretation; Demography; Geographic Distribution; *Handicrafts; *National Surveys; *Occupational Surveys; *Planning; Research Projects

The purpose of this planning study about crafts in the United States is to provide preliminary data and information prior to a national crafts' survey by the National Endowment of the Arts. This study reports on: (1) the preparation of a systematic classification of U.S. crafts; (2) attempts to group and classify crafts people and their organizations into a system; (3) estimates of the number of crafts people and crafts' organizations; (4) geographical distribution of crafts people; and (5) suggestions about survey approaches, methods, and costs. The document reviews data from other surveys and craft-related directories in order to develop recommendations concerning the study of professional crafts people and craft organizations. The recommendations include suggestions that: (1) each component of the craft profession be studied as a separate research problem; (2) craft organizations be surveyed by mail as a first research priority; (3) craft organization membership rolls be used as the main sources of obtaining a crafts peoples interview sample; (4) professional crafts people be among the first components studied; and (5) an initial survey be undertaken to develop a broad descriptive picture of U.S. crafts people, followed by more detailed questionnaires concerning specific areas or groups. Tables and a list of U.S. Census Bureau regions and divisions are included. (JHP)

ED 298 081 SP 030 397

Dorman, Arthur
Legislative and State Educational Agency Perspectives on Teacher Incentive Policy. Summary of Presentation.
North Central Regional Educational Lab., Elmhurst, IL.
PUB DATE- Nov 87
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Incentives; Professional Recognition; Program Development; *State Agencies; Teacher Improvement; Teacher Persistence; Teacher Recruitment; Teachers
This document looks at educational reform related to teacher incentives policy through legislative and state education agency perspectives. It includes an overview of national issues pertaining to teacher incentives, a narrative report on the status of teacher incentive policies in the seven state region serviced by the North Central Regional Educational Laboratory (NCREL), and a summary of the discussion of a panel of state legislators and state education agency representatives in the NCREL region. Perspectives on impetus, implementation, evaluation, and future directions are included in the panel discussion. (Author)

ED 298 098 SP 030 503

Teaching in the Secondary Schools: A Guide for Pre-Service Teachers.
Illinois Univ., Chicago. Coll. of Education.
PUB DATE- 87
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Observation Techniques; *Field Experience Programs; Higher Education; *Lesson Observation Criteria; Planning; Preservice Teacher Education; *Secondary Education; Small Group Instruction; *Student Teaching; Theory Practice Relationship; *Tutoring

This guidebook for preservice secondary student teachers outlines in detail the techniques for relating field experiences to the academic work in the university classroom. It assumes a progressive involvement on the part of the student teacher, beginning with active observation and leading to tutoring, working with small groups, teaching a whole class, developing a unit of instruction and planning an entire course. At each step the manual offers some guidelines, forms, examples and formats. The first chapter suggests that the preservice teacher begin with classroom observation and keep a log of observations. The second chapter moves the teacher into one-on-one encounters with students through tutoring. Chapter three discusses effective ways of working with small groups while chapter four covers teaching a whole class. In the fifth chapter, how to develop a unit is discussed, and chapter six deals with planning an entire course. Sample log sheets and evaluation forms are provided in the appendix along with a checklist to help student teachers become acclimated to the school environment. (JD)

ED 298 132 TM 011 463

Harnisch, Delwyn L.; And Others
SFAP: Scan-Tron Forms Analysis Package for the IBM-PC. User's Guide, Version 2.0.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
PUB DATE- May 86
NOTE- 52p.; For related documents, see TM 011 462-465.
AVAILABLE FROM- Dr. Delwyn L. Harnisch, Chairperson, Office of Educational Testing, Research, and Service, University of Illinois at Urbana-Champaign, Room 123, Institute for Child Behavior and Development, 51 Gerty Drive, Champaign, IL 61820.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Testing; Data Collection; *Menu Driven Software; *Microcomputers
IDENTIFIERS- *IBM Personal Computer; *User Guides
The Scan-Tron Forms Analysis Package (SFAP) is a collection of integrated programs that allow an IBM-PC (or compatible) to collect data from a Scan-Tron 1200 forms reader. In addition to the basic data acquisition capability, the SFAP has additional capabilities related to the viewing and formatting of incoming data. When used in combination with the Test Analysis Package or the Student-Problem Package, the SFAP provides an easy and manageable link between raw data and organized results. The SFAP provides four primary options: (1) reading of forms using the Scan-Tron 1200; (2) data conversion from raw data to an 80-column card image; (3) viewing and printing of data files; and (4) creation of new form parameters. (TJH)

ED 298 146 TM 012 236

Kaiser, Javaid; Tracy, Dick B.
Estimation of Missing Values by Predicted Scores.
PUB DATE- Aug 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Statistical Association (New Orleans, LA, August 24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Simulation; *Estimation (Mathematics); *Predictor Variables; *Regression (Statistics); Sample Size; *Scores
IDENTIFIERS- *Missing Data
The predicted scores produced by regression with (1) single best predictor, (2) two best predictors, (3) all predictors with observed values, and (4) all predictors with or without observed values were compared with variable means as estimates of missing values. The study was conducted in a simulation mode on nx8 data matrices using various levels of sample size, proportion of incomplete records, and the number of missing values per record. Imputation methods were compared in terms of estimating means, the quality of missing value estimates, and the impact of imputation on covariance structure. The data indicated that the regression method was superior to the zero order method for all three criteria. All variations of the regression method and the zero order method produced biased estimates of means. One table and 18 graphs conclude the document. (Author/TJH)

ED 298 162 TM 012 283

Writing Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
REPORT NO.- GE6-725-12
PUB DATE- 86
NOTE- 31p.; For related documents, see TM 012 277-278, and TM 012 284.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; Capitalization (Alphabetic); *Educational Objectives; Elementary School Students; English; *Grade 9; Grammar; Junior High Schools; *Minimum Competency Testing; Punctuation; Sentence Structure; Spelling; State Programs; Story Telling; Test Construction; *Testing Programs; Writing (Composition); *Writing Evaluation; Writing Instruction; Writing Skills
IDENTIFIERS- Proofreading; *Texas Educational Assessment of Minimum Skills

The writing learning objectives for ninth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum." These objectives and the measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) show knowledge of standard capitalization; (2) show knowledge of standard punctuation; (3) recognize correct spelling of commonly used words; (4) show knowledge of correct English usage; (5) show ability to distinguish complete sentences from fragments and/or run-ons; (6) show ability to proofread a written communication; (7) write a composition to describe an object or picture; (8) write a composition to tell how to do something; (9) write a composition in which two or more ideas/objects/places are classified and described; (10) write a composition in which a choice is made and reasons given in order to convince a specific audience; and (11) write a composition that discusses two opposing courses of action and convinces a specific audience to follow one of those courses. Sample test items are provided for each of the skill areas. (TJH)

ED 298 177 TM 012 339

McLarty, Joyce R.
Career Ladder Instrumentation: The Tennessee Experience.
PUB DATE- Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Appendix A contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; Classroom Observation Techniques; Elementary Secondary Education; Interviews; Multiple Choice Tests; Professional Development; Questionnaires; *Teacher Evaluation; *Test Construction; Test Results; Test Use
IDENTIFIERS- Teacher Testing; *Tennessee Career Ladder Program
The evaluation instruments used in the Tennessee Career Ladder program are described, and their evolution over the first three years of program implementation is traced. The instruments are designed to measure teacher performance and to determine outstanding teachers. They include: the Career Ladder Test of Professional Skills (a multiple-choice test), a classroom observation form, a candidate interview, a candidate portfolio and professional development and leadership summary, dialogues, principal interviews and questionnaires, student and peer questionnaires, and an evaluation consensus judgment. Effect sizes separating general education candidates who achieved Level I, II, and III status during 1985-86 for the 70 scores used in the Career Ladder evaluations are provided. In general, separation of the levels was excellent. Fifty of the scores (71%) separated Levels I and II by half a standard deviation or more, and 21 (30%) separated them by 0.8 standard deviations or more. Levels II and III were separated by at least half a standard deviation by 42 scores (60%) and by 0.8 standard deviation or more by 19 scores (27%). Appendix A contains data sources for the Career Ladder competencies and indicators. Appendix B presents analyses of scores, their differentiation among ladder levels, and the effect sizes of differentiation of levels. (SLD)

ED 298 191 UD 026 315

Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-88BR
PUB DATE- May 88
NOTE- 27p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20817 (1-5 copies free, over 5 copies $2.00 each, 100 or more copies 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Estimates; Economically Disadvantaged; Family Financial Resources; Federal Aid; Federal Legislation; *Federal Programs; *Low Income Groups; *Program Budgeting; Program Costs; State Programs; Unemployment; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *Proposed Legislation
Aid to Families with Dependent Children for Unemployed Parents (AFDC-UP) is a state option under which cash aid is provided to two-parent families whose principal earner is unemployed or employed less than 100 hours a month. As of January 1988, 27 states, the District of Columbia, and Guam had AFDC-UP. This report reviews the following: (1) available cost estimates of requiring states to adopt AFDC-UP; and (2) research on AFDC-UP's effect on families. The Congressional Budget Office (CBO) and Department of Health and Human Services (HHS) 1993 Federal and state cost estimates for requiring AFDC-UP under H.R. 1720--$945 million and $961 million, respectively--and S. 1511--$915 million and $1.090 billion--are similar. CBO's and HHS's estimates for H.R. 1720 differ mostly on food stamp costs; on S. 1511 they differ mostly on Medicaid costs. Mathematica Policy Research's estimates for H.R. 1831 and an identical bill, S. 862, are also reviewed. Very little information was found about AFDC-UP's family stability effects; the information found is of little relevance to the current proposals. Data are presented on three tables. One of the two appendixes lists the data bases reviewed in the literature search for this report; the other describes selected provisions of the welfare reform proposals discussed. (BJV)

ED 298 204 UD 026 337

Fuhrman, Susan
Increased State Capacity and Aid to the Disadvantaged.
PUB DATE- Oct 87
NOTE- 16p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Federal Programs; *Federal State Relationship; Fiscal Capacity; High Risk Students; Program Administration; *Program Development; *Program Evaluation; Program Implementation; *State Programs
This paper is divided into the following sections: (1) State Capacity and Education, with regard to financial resources and policymaking ability; (2) State Education Reforms; (3) States and the Disadvantaged: A Historical Perspective; (4) Education Reform and At-Risk Youth; and (5) Recent Trends in Programs for the Disadvantaged. The capacity and willingness of states to provide for public education have increased markedly in recent years. State government has modernized and matured; the wide-ranging programmatic and fiscal reforms enacted since the early 1980s dramatically demonstrate state interest in education, and state legislators and governors made policy in a number of areas that had been largely delegated to local school districts. States also took policy initiatives, such as their creation of remedial programs that moved state disadvantaged programs away from the Federal model and integrated them with the state general program. The fact that the new programs for disadvantaged children were coupled with general school improvement initiatives, supported by top state leadership, and developed out of state needs rather than in response to a Federal stimulus indicates a new, stronger level of state commitment than in the past. The proposed second generation of reforms may bring even more substantial benefits to at-risk children. A list of references is provided. (BJV)

ED 298 218 UD 026 352

Rapp, Alfred, Jr.; And Others
Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jan 87
NOTE- 20p.; Developed and funded under the auspices of ECIA Chapter 2. For 1986-87 report, see UD 026 353. For related report, see UD 026 354.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Guidance Programs; Minority Groups; Private Schools; Program Evaluation; Public Schools; *Resource Allocation; *School District Spending; *Special Programs; *Supplementary Education; Testing Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Washington
The State of Washington school districts spent 89 percent, $6,814,516.00, of the $7,682,569.00 awarded to them for planned 1985-86 Chapter 2 program expenditures. The two largest budget categories in terms of dollars spent were for instructional materials, 26 percent, and capital outlay, 27 percent. Most of the capital outlay expenditures were associated with the learning and teaching activity areas, and large expenditures related to salaries primarily reflected staff development costs. The activities expenditures given the most emphasis were for learning resources, 37 percent, and teaching, 48 percent. A special survey on guidance, counseling, and testing activities supplemented by Chapter 2, Subchapter B, funds indicates that 26 of the 31 reporting school districts, used funds exclusively for guidance and counseling on all levels, and 9 districts used all of their funds for achievement testing. Seven tables of budget and statistical data are included. (FMW)

ED 298 231 UD 026 366

Dr. Martin Luther King, Jr. Washington State Resource Guide.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
PUB DATE- Jan 88
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Assembly Programs; Audiovisual Aids; Biographies; *Black Leadership; Books; *Civil Rights; *Class Activities; Drama; Elementary Secondary Education; Filmographies; Holidays; *Instructional Materials; Songs; State Curriculum Guides; Statewide Planning
IDENTIFIERS- *Martin Luther King Program

The Washington State Resource Guide on Martin Luther King, Jr. supplies a wide variety of materials for use with all grade levels in classroom and assembly presentations in public schools. The goal is for every child enrolled in Washington State schools to learn about Dr. King during the days of January 15 to January 17. Resolutions supporting an official educational observance of the Martin Luther King national holiday were proposed or adopted by the Dr. Martin Luther King, Jr., Holiday Commission, the Association of Washington School Principals, and the Washington State School Directors' Association. A list of suggested activities includes the following: (1) sample assembly program; (2) essay contest; (3) a keynote address by a speaker from the Speaker's Bureau; (4) activities chosen from those of previous celebrations; and (5) visits to school and public libraries and joint activities with them. Program guidelines for developing instructional activities, additional instructional activities contained in two lists, and for grades K-6 and one for grades 7-12, and a lesson plan entitled "Martin Luther King, Jr., A Message for All Americans" are also included. Extensive bibliographies of books (some with annotations), and audiovisual materials are subdivided by the resource centers from which they may be obtained. A list of selected songs from the Civil Rights Movement, and the words to "We Shall Overcome" are included two brief skits and two dramatic readings. Ten additional resolutions and teaching suggestions are included in the appendix. (FMW)

ED 298 041 SO 019 246

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicago, Illinois, October 29-30, 1976).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 77
NOTE- 159p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Black Colleges; *Black Education; Childrens Literature; *Educational History; *Educational Philosophy; Futures (of Society); *Ideology; Political Socialization; Protestants; Public Education; *Religious Education; Social Action; Social Agencies; Social History; Values Education
IDENTIFIERS- Counts (George S); Dewey (John)
The papers presented in this document cover three themes: (1) religious education; (2) the education of black U.S. citizens; and (3) the problem of education as imposition. Part 1 begins with "Tales for the Evangelical Nursery: Calculated to Edify, Caution, Instruct, Alarm, and Improve" (P. T. Rooke) that describes the moral instruction given in the nineteenth century home through the use of Mary Martha Sherwood's children's books. "Protestant Views on Education, 1865-1900: A Reevaluation of the Dual Pattern of Parallel Institutions Thesis" (R. Ognibene) argues that the Protestant denominations (Baptist, Episcopalian, and Presbyterian) had not expressed complete agreement with secular education. "The Philosophy of the Religious Education Association, 1903" (H. A. Archibald) discusses the relationship of John Dewey, George Albert Coe, and others to the Association and the debate over how to reconcile certain disciplines, such as psychology, with religious education. Part 2 begins with "Industrial Philanthropy and Black Higher Education, 1915-1930" (J. D. Anderson) and argues that industrial philanthropists' policy supported only those institutions like Fisk University that produced conservative black leaders. "In Pursuit of Freedom: The Educational Activities of Black Social Organization in Philadelphia, 1900-1930" (V. P. Franklin) describes the purposes and activities of black heritage societies, women's clubs, the YMCA and YWCA, schools, newspapers, and other organizations. Part 3 begins with "George S. Counts as an Ideologist of American Education: The 1930s" (G. L. Gutek) which discusses Counts's ideas about the 1930s, the U.S. past, social change, and programs to create a new society. "George S. Counts and the Imposition Controversy" (G. J. Dixon) provides an overview of the debate about the inclusion of Counts's ideas of social reconstruction in education and in what way schools should impose the social issues on children. "The Bode-Childs Imposition Controversy: The Critical Perspectives of the Participants" (J. DiGiambattista) presents the positions of both men in the use of experimental intelligence. "The Theory and Practice of Theodore Brameld's 'Defensible Partiality': A Mid-Century 'Resolution' to the Imposition Controversy" (C. Kridel) delineates the difference between reconstructionism and defensible partiality and reviews the Floodwood (Minnesota) Project. "The Politics of Values" (P. L. Smith) examines progressive education and the viewpoint of imposition. The program, business meeting's minutes, and list of attendees are included. (DJC)

ED 297 968 SE 049 468

Daab, Marcia J.
Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.
PUB DATE- 88
NOTE- 109p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Science; Grade 5; *Intermediate Grades; *Parent Attitudes; *Science Activities; Science Education; *Science Fairs; Science Projects; *Student Attitudes
This practicum addressed the problem of decreased participation of fifth-grade students in the science fair. At this grade level, the science fair guidelines mandate that students enter a research-type project. For many fifth-grade students the desire to tackle this monumental task does not match their developing cognitive skills. The literature disclosed evidence that would support this age students' lack of skill needed for experimenting. The literature also offered a variety of suggestions for successful science fairs. The goals of the practicum were: (1) to improve participation of fifth-grade students in the science fair; and (2) to improve the students attitude toward the science fair. To attain the goals, the writer implemented a program offering a special science class that addressed the need of those fifth-grade students interested in participating in the science fair. The students were guided through all the science process skills necessary to create and develop a science fair project with the use of a step-by-step workbook that was written especially for such students. The data analysis indicates that fifth-grade participation was not increased, but attitudes of both students and parents toward the fair improved. (Author)

ED 297 983 SE 049 609

Holm, Amy E.
Biological Diversity. Global Issues Education Packet.
PUB DATE- 86
NOTE- 18p.; For other packets in this series see SE 049 606-608. Contains photographs which may not reproduce well.
AVAILABLE FROM- Global Tomorrow Coalition, 1325 E Street, NW, Suite 915, Washington, DC 20005 ($7.00 each packet, set of 5 packets $30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Ecology; Elementary School Science; Elementary Secondary Education; *Endangered Species; *Environmental Education; Instructional Materials; Intermediate Grades; Middle Schools; *Science Activities; Science Education; Secondary School Science
IDENTIFIERS- *Extinction (Species)
Biological diversity, also commonly called genetic diversity, refers to the variety of organisms on Earth. Scientists are concerned that many species will become extinct because of extensive development in the tropical regions. This packet is designed to increase student's awareness about direct and indirect causes of extinction, endangered species, and the reasons for preserving the genetic diversity of life on Earth. Activities included are: (1) "Variety is the Spice of Life"; (2) "Pave Paradise?"; (3) "Let's Make a Deal"; (4) "Invasion of the Species Snatchers"; and (5) "Talk to the Animals." Each activity includes a brief description, a concept statement, objectives, a list of relevant subject areas and skills, a list of materials, lesson preparation direction, and a suggested procedure. Several of the activities are accompanied by reproducible materials such as game cards. (CW)

ED 298 082 SP 030 431

Hughes, Jeff; Sanford, Bob
1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.

Manitoba Univ., Winnipeg. Faculty of Education.
PUB DATE- Feb 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Majors; Foreign Countries; Graduate Surveys; Higher Education; Preservice Teacher Education; Program Attitudes; *Program Effectiveness; Program Evaluation; Questionnaires; Schools of Education; *Student Attitudes; *Teacher Education Programs
IDENTIFIERS- *Manitoba

This study examined the relative worth of the various components of the teacher education program offered to graduates of the University of Manitoba for the years 1978 and 1984. Because it was assumed that teachers' assessments of the value of various aspects of their training program would change with experience, two populations with different years of experience since graduation were selected, totaling 352 teachers. As representatives of the less experienced group, teachers in their second year of service were chosen. For the "experienced" sub-sample, people were selected who were mature and experienced but still sufficiently close to their training to be able to make valid judgements. There were 155 useable returns of the questionnaire (a 44% response rate). The questionnaire was arranged in four sections: (1) personal descriptive data; (2) opinions on the value of academic and professional components of the program in post-graduate work; (3) attitude toward program components; and (4) general or global issues related to education. A copy of the questionnaire is appended. (JD)

ED 298 099 SP 030 504

Report Card on School Reform. The Teachers Speak.
Carnegie Foundation for the Advancement of Teaching.
REPORT NO.- ISBN-0-931050-34-0
PUB DATE- 88
NOTE- 90p.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Change; Educational Environment; *Educational Objectives; Inservice Teacher Education; *Participative Decision Making; Politics of Education; School Community Relationship; Secondary Education; State School District Relationship; *Teacher Attitudes; Teacher Salaries; *Teaching Conditions

A comprehensive survey was conducted seeking the opinions of 40,000 secondary school teachers on the impact of school reform proposals. Over 13,500 teachers returned questionnaires, for a response rate of 33.9%. In this report an evaluation is presented of the school renewal movement drawn from the perspective of the teacher. The survey included questions on: (1) school goals; (2) student achievement and academic requirements; (3) flexible programs and scheduling; (4) school climate and resources; (5) student testing; (6) school autonomy; (7) teacher salaries; (8) inservice education; (9) teacher participation in administrative decisions; (10) working conditions of teachers; and (11) community and parental support. Summaries of responses nation-wide are displayed in graphs and state-by-state summaries are presented in 55 tables. (JD)

ED 298 116 SP 030 547

Brown, Howard
Alternatives to Certification. Issue Paper #8602. Revised.
Colorado State Dept. of Education, Denver.
PUB DATE- Feb 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Teacher Certification; Teacher Education Programs; Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- *Alternative Teacher Certification; Colorado
Allowing noncertified personnel to teach is a frequently proposed means of meeting teacher shortages or taking advantage of the expertise of people interested in teaching as a second career. This paper discusses the current teacher certification rules in Colorado and possible legislation for changing the rules. The educational needs in Colorado are briefly analyzed. Attachments include the present letters of authorization law and proposed administrative rule changes for the entry of non-educators into the profession. (JD)

ED 297 909 RC 016 698

Coburn, Joseph; Nelson, Steven
Characteristics of Successful Indian Students: Research and Development Program for Indian Education.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 87
NOTE- 15p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; *Educational Attainment; Graduate Surveys; Graduation; High Schools; Motivation; Secondary Education; *Secondary School Students; *Student Attitudes; *Student Characteristics; Success
IDENTIFIERS- Idaho; Montana; Oregon; Washington
A survey was taken to identify characteristics of Indian students completing high school. Using the regional Indian education network, 571 surveys were mailed to 1987 high school graduates; 123 surveys were returned for a 23-plus percent response rate. Responses came from public and tribal schools, urban and rural, in Oregon, Washington, Idaho, and Montana. Responses showed a variety of student types. Half of the students surveyed were involved in sports, 35% in church activities, 25% in tribal activities, and 15% in civic organizations. Their average cumulative grade point average was 2.86. Eighty-two percent of students identified teachers as most influential in their success. Forty-seven percent also identified counselors and 39% identified coaches as influential. Attributes of most influential teachers included caring and positive attitudes, honesty, concern, respect, and patience. These teachers made school interesting, and inspired and challenged the students, while maintaining high expectations. The most helpful teachers were those who gave help willingly, were open-minded, encouraged goal setting, were supportive when students failed, but complimented them when they did well. Half of the Indian students surveyed ascribed their motivation to finish high school to the reward of current successful experiences, including individual attention of teachers and participation in sports and other extracurricular activities. High expectations of family and friends, aspirations for a college education, self-confidence, and the negative consequences of dropping out were also cited as strong motivations. Students suggested telling other students that finishing high school is the way to future success on and off the reservation. (DHP)

ED 297 923 RC 016 734

Poli, Bonnie; Fluker, Sam S.
Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.
Florida Univ., Gainesville. Florida Cooperative Extension Service.
SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Pesticide Programs.
PUB DATE- Sep 86
NOTE- 32p.; Accompanying slide-tape program available from EPA.
AVAILABLE FROM- Pesticide Farm Safety Staff (TS-757C), Office of Pesticide Programs, U.S. Environmental Protection Agency, 401 M St., S.W., Washington, DC 20460.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Agricultural Laborers; *Agricultural Safety; *Farm Labor; First Aid; Hygiene; Occupational Safety and Health; *Pesticides; *Poisoning; *Safety Education
IDENTIFIERS- Environmental Protection Agency
Written in English and Spanish and completely illustrated, this manual provides basic safety information for pesticide workers. Mixers, loaders, and applicators work with pesticides at their greatest strength and have the highest risk of poisoning. Understanding the pesticide label is the first step to pesticide safety. The words "danger," "warning," or "caution" on the label indicate how poisonous a pesticide is and what type of protective clothing or equipment to use. "Restricted use" pesticides are too dangerous to use without special training. The label also includes directions for use, a precautionary statement, first aid treatment, and the reentry period during which a treated area is unsafe. The manual includes the paths of pesticide poisoning, the proper use of protective clothing and equipment, hygiene rules for pesticide handlers, safe and unsafe pesticide practices, signs and symptoms of pesticide poisoning, and the locations of Environmental Protection Agency offices. First aid instructions cover accidents involving exposure to pesticide spill, persons overcome by pesticide fumes, ingestion of pesticide, and pesticide in the eyes. (SV)

ED 297 936 SE 049 102

Lord, Thomas R.

Is the Final Grade in College Biology a True Measure of Student Knowledge?

PUB DATE- 88
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Biology; *College Science; *Community Colleges; Experiential Learning; Grades (Scholastic); Grading; Higher Education; Science Education; Science Experiments; *Science Instruction; *Science Laboratories; Spatial Ability
IDENTIFIERS- *Science Education Research

This study was designed to determine if the final grade in college biology at a suburban community college was a true measure of student's knowledge. One hundred and seventy undergraduates taking a semester course in biology took part in the study. This population was randomly separated into a control, placebo, and experimental group. The progress of the groups was tracked for 15 weeks. During this time the control group followed a traditional biology scheme of two lectures, one lab and one seminar each week. The placebo group also followed this schedule, but, in addition, was given a 20 to 30 minute presentation on the historical significance of the week's lab. A similar scheme was followed by the experimental group. However, rather than learning about the historical value of the lab, this group was given a specific 20 to 30 minute interaction that had previously been found to enhance a students visuo-spatial potential. At the end of the semester all the students were given written final exams and lab practicals (an exam that measures the student's skill and understanding of the semester's lab investigations). Statistical differences were noted between the experimental population and the other biology groups on the lab practical. (Author/TW)

ED 297 952 SE 049 427

Understanding Radiation.
Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0074
PUB DATE- 86
NOTE- 21p.; Pictures and drawings may not reproduce well.
AVAILABLE FROM- Energy, P.O. Box 62, Oak Ridge, TN 37831 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Science; Energy; Higher Education; *Nuclear Energy; Nuclear Physics; *Nuclear Power Plants; *Nuclear Technology; *Radiation; *Radiation Effects; Radioisotopes; *Radiology; Safety; Science Education

Radiation is a natural energy force that has been a part of the environment since the Earth was formed. It takes various forms, none of which can be smelled, tasted, seen, heard, or felt. Nevertheless, scientists know what it is, where it comes from, how to measure and detect it, and how it affects people. Cosmic radiation from outer space and radioactive elements in rocks and soil contribute to the natural background radiation that has always been around us. There are also manmade sources of radiation, such as dental and medical x-rays, smoke detectors, and materials released from nuclear and coal-fired powerplants. Radiation comes from the activity of tiny particles (atoms) of matter. Atoms are composed of protons, neutrons, and electrons, the arrangement of which distinguishes one atom from another. Atoms of different types are called elements. Some of the elements, such as radium, uranium, and thorium are unstable. As they change into more stable forms, they release invisible waves of energy or particles. This emitting of radiation is known as radioactivity. Additional information discussed includes: ionizing types; half-life; your exposure; units of measure; devices for measuring; health effects; limits; nuclear powerplants; and uses. (RT)

ED 297 997 SE 049 630

Bresnan, Margaret; And Others
Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Pilot Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-6010-43; ISBN-0-88315-6565-3
PUB DATE- 85
NOTE- 259p.; For Part 1, see SE 049 629. For course I, see SE 049 627-628, course III, see ED 289 695-696. Drawings will not reproduce well.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 617, Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Critical Thinking; Curriculum Guides; Geometry; Grade 10; *Integrated Curriculum; *Lesson Plans; *Mathematics Curriculum; Mathematics Instruction; Number Systems; Probability; Problem Solving; Secondary Education; *Secondary School Mathematics; State Standards; Teaching Guides; Trigonometry
IDENTIFIERS- *New York (New York)
The Sequential Mathematics Sequence provides an integrated course of study for grades 9-11 in New York City. This document presents lesson plans for part two of the second-year course, designed for tenth grade. The curriculum interweaves algebra, geometry, logic, probability, statistics, and trigonometry, with the emphasis in the 60 lessons in this document on trigonometry, geometry, algebra, probability, and number ideas. Each lesson begins with a clearly stated aim presented in question form. Performance objectives, new vocabulary, and a motivational activity follow. A full development is then presented, with suggested pivotal questions. Applications, a summary, and sample homework examples are also included. In each lesson opportunities are infused for helping students to develop critical thinking, problem-solving, and reasoning skills. (MNS)

ED 298 014 SO 019 002

Gathman, John; And Others
Report of the Social Studies Task Force.
Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
PUB DATE- 12 Apr 84
NOTE- 23p.; For related document, see SO 019 003.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Program Descriptions; Program Guides; Program Proposals; *Social Studies; State Curriculum Guides; State Programs; Teacher Education Programs
IDENTIFIERS- *Colorado; *Task Force Approach
In 1982 the Colorado Board of Education directed the State Board of Education to organize task forces to address a variety of state educational needs. This report, presented by the Social Studies Task Force, explains the group's purposes and concerns, provides a social studies definition, and outlines the Colorado grades K-12 social studies program in terms of knowledge, skills, and attitude competencies. Examples of the use of conceptual, topical, and chronological instructional approaches are provided for elementary, middle/junior high, and senior high school classes. Recommendations are provided for: (1) a nine-step school district social studies evaluation process; (2) social studies high school graduation requirements; and (3) social studies teacher preparation programs. Eleven specific recommendations target changes or additions to local school district and state level policies and procedures. Implementation suggestions are provided, and charts are included. (JHP)

ED 298 028 SO 019 207

Citro, Constance F; Gequin, Deirdre A.
Women and Minorities in the Arts: A Portrait from the 1980 Census.
National Endowment for the Arts, Washington, D.C.
PUB DATE- Mar 88
NOTE- 152p.; Some graphs may not reproduce clearly.
CONTRACT- C86-204
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art; *Art Activities; *Artists; Blacks; *Census Figures; Data Interpretation; Demography; Economic Status; Employment Opportunities; *Females; Hispanic Americans; Income; *Minority Groups; Race; Social Science Research; Statistical Analysis; Whites
IDENTIFIERS- *Census 1980
This study explores the characteristics of women and minority artists in 1980 in relation to the U.S. total artist population, other professional workers, and the total work force. Census data for 1980 are used to depict basic demographic characteristics of women and minority artists and to assess their relative economic status in terms of employment opportunities, earnings, and total available income. Chapter 1 summarizes the study, while chapter 2 provides a portrait of women artists in terms of numerical growth since the 1970 census and geographic distribution by artist occupation. Chapter 3 focuses on the economic well-being of women artists during 1979. Chapter 4 presents information about the basic characteristics of minority artists, and chapter 5 analyzes their employment and income profiles. Individual groups are identified as: (1) non-Hispanic Whites; (2) non-Hispanic Blacks; (3) Hispanics; and (4) persons of other races. Appendices include: (1) artists' occupational classification in the U.S. Census; (2) the states included in each of the U.S. Census' four geographic regions and nine divisions; and (3) race and ethnicity classification in the U.S. Census. Numerous tables and figures are included. (JHP)

ED 298 068 SO 019 536

Understanding the Employment of Actors. Research Division Report #3.
National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Jun 83
NOTE- 37p.; Summarized from "The Statistical Data Sets of Actors' Equity Association: A Descriptive Analysis with Recommendations for Research into the State of the American Theater" by Philip H. Ennis and John Bonin.
AVAILABLE FROM- Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acting; Data Interpretation; *Employment; *Employment Opportunities; Employment Statistics; *Income; Occupations; Research Projects; *Unemployment
IDENTIFIERS- Actors Equity

Focusing on actors' employment problems, part 1 of this report describes data collected by Actor's Equity primarily in terms of: (1) membership files; (2) the organization's contract department; (3) pension and welfare funds; and (4) employment statistics. Part 2 analyzes these data sets in relation to employment, unemployment, risk factors for theatrical productions and individual actors, and the shifting and ambiguous boundaries between commercial and non-profit theater. Part 3 recommends research projects in the areas of: (1) actors' employment, unemployment, and income; (2) actors and agents' responses to uncertainties, risks, and contractual decision-making; and (3) actors' relationships to and movements between different theatrical arts-related activities and the social and economic processes that shape exchanges and competitions between these organizations. An appendix describes 20 types of equity contracts, and tables and figures are included. (JHP)

ED 298 133 TM 011 464

Harnisch, Delwyn L.; Romy, Neil
SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
PUB DATE- Feb 85
NOTE- 39p.; For related documents, see TM 011 462-465.
AVAILABLE FROM- Dr. Delwyn L. Harnisch, Chairperson, Office of Educational Testing, Research, and Service, University of Illinois at Urbana-Champaign, Room 123, Institute for Child Behavior and Development, 51 Gerty Drive, Champaign, IL 61820.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Testing; *Item Analysis; *Menu Driven Software; *Microcomputers; *Student Problems
IDENTIFIERS- *IBM Personal Computer; Response Patterns; *User Guides
This is a user's guide to the Student-Problem Package (SPP), a software package for the IBM-PC that provides three sub-programs for analyzing item response patterns. These analyses are based on student-problem (S-P) curve theory. The SPP User's Guide provides: (1) a brief introduction to response pattern analysis; (2) an overview of the sub-program capabilities; and (3) descriptions of the type of input data required as well as output generated. Directions are provided for creating a data file, specifying a file, entering descriptive test information, entering the answer key, selecting the S-P chart response characters, entering the classification table cut points, creating an output file, analysis of a data set resulting in a categorized S-P chart, and displaying a copy of a report. (TJH)

ED 298 147 TM 012 237

Pugh, Wesley C.

An Analysis of Multiple Indicators To Evaluate School Improvement Projects.

PUB DATE- May 88
NOTE- 38p.; Paper presented at the Annual Conference of the Eastern Evaluation Research Society (Villanova, PA, May 23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Environment; Educational Improvement; Elementary Secondary Education; Planning; Program Evaluation; *Program Improvement; *Public Schools; *School Effectiveness
IDENTIFIERS- Multidimensional Approach; *Philadelphia School District PA; *Replicating Success Project; School Climate Profile

Results of a comprehensive study of the school climate component in the School District of Philadelphia's school improvement project--the Replicating Success Project (RSP)--are reported. The RSP study, which was implemented in a large urban public school system, uses multiple indicators and a chart essay in reporting findings in order to present an evaluation that is useful to decision makers. The RSP focuses on school climate, using multiple indicators to assess school climate at the 20 RSP schools and six school-wide project sites. Data analysis consisted of both quantitative and qualitative indicators of school climate. Findings indicate that: (1) no definitive claims of improvement in the overall project can be determined after three years of program operation (1984-87); (2) staff perceived school climate improvements, although quantitative results are mixed; (3) the RSP should emphasize school-based leadership; (4) involvement of central office research/evaluation and curriculum staff should continue; (5) long-range administrative stability within the project is imperative; (6) school-wide project emphases should be expanded to other schools within the program; and (7) recognition and duplication of "pockets of excellence" are needed. (Author/TJH)

ED 298 163 TM 012 284

Reading Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
REPORT NO.- GE6-725-11
PUB DATE- 86
NOTE- 34p.; For related documents, see TM 012 277-278, and TM 012 283.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; *Educational Objectives; Elementary School Students; *Grade 9; Graphs; Inferences; Junior High Schools; Logic; *Minimum Competency Testing; Reading Comprehension; Reading Instruction; *Reading Tests; Reference Materials; State Programs; Test Construction; *Testing Programs; Vocabulary Skills
IDENTIFIERS- Cause Effect Relationship; *Texas Educational Assessment of Minimum Skills

The reading learning objectives for ninth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum." These objectives and the measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) identify the main idea of a text; (2) identify the meaning of words with academic and practical applications; (3) identify specific details; (4) identify the sequence of events; (5) draw logical conclusions; (6) distinguish between fact and opinion; (7) identify cause-and-effect relationships; (8) identify an accurate generalization from a given series of details/assumptions; (9) identify the author's viewpoint/purpose; (10) identify the appropriate reference source; and (11) use graphic sources to obtain information. Sample test items are provided for each of the skill areas. (TJH)

ED 298 178 TM 012 340

McLarty, Joyce R.; Hudson, Susan
Formative and Summative Approaches to Effectiveness Indicators.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Portions of appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; *Report Cards; School Districts; *School Effectiveness; State Programs; *Summative Evaluation; Teacher Attitudes
IDENTIFIERS- *Tennessee Commissioners Report Card; *Tennessee School Improvement Project
The development of the Tennessee school system Commissioner's Report Card (CRC) and the School Report Card--later named the Tennessee School Improvement Project (TSIP)--is described. The report card project began in 1984 when statewide mandated achievement testing was introduced. The first CRC included limited results of such testing. The first set of report cards for each school system was presented to the State Board of Education in October 1985. Data on the CRC for each school system generally concern student scores on basic skills tests; Stanine scores on the Stanford Achievement Test; percentage of students passing state proficiency tests and/or taking advanced placement courses; percentage of diplomas granted; and other identifying school characteristics. As eventually developed, the CRC is fairly summative in nature, but the TSIP is much more formative in concept and implementation. Both approaches used together are more effective than either alone. Appendices present the original list of indicators, the 1984-85 Alamo City Schools Report Card, 1985-86 Alcoa City Schools Report Card, and the TSIP instruments. (SLD)

ED 298 205 UD 026 338

Kirst, Michael W.
The Federal Role and Chapter 1: Rethinking Some Basic Assumptions.
PUB DATE- Oct 87
NOTE- 18p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Federal Programs; *Federal State Relationship; *Government Role; Program Administration; *Program Development; Program Evaluation; Program Implementation; School Districts; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Reagan Administration
In the 20 years since the major Federal program for the disadvantaged began, surprisingly little has changed from its original vision. It is now time to question some of the basic policies of Chapter 1 of the Education Consolidation and Improvement Act in view of the change in conceptions about the Federal role and the recent state and local reform movement. There have been the following alternative modes of Federal action for public schools: (1) general aid; (2) stimulation through differential funding; (3) regulation; (4) dissemination of research results; (5) provision of technical assistance to help build capacity at other levels of government and the private sector; and (6) exertion of moral suasion through the use of the "bully pulpit." The evolution of the Federal role is traced; under the Reagan Administration the bully pulpit--which affects the early stages of policymaking, and education research priorities and trends--has become the central government role. The implications of this for Chapter 1 are discussed. There is a need to reorient the Federal role from routine fiscal monitoring and data collection without obliterating the special services basis of Chapter 1 for a particular group of children. Recommendations for improving the Federal role are offered. A list of references is provided. (BJV)

ED 298 219 UD 026 353

Reap, Alfred, Jr.; Plato, Kathleen C.
Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jan 88
NOTE- 20p.; Developed and funded under the auspices of ECIA Chapter 2. For 1985-86 report, see UD 026 352. For related report, see UD 026 354.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Minority Groups; Private Schools; Program Effectiveness; Program Evaluation; Public Schools; *Resource Allocation; *School District Spending; *Special Programs; *Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Washington
The State of Washington received a Chapter 2 award of $8,224,052.00 for the school year 1986-87, a decrease of 3.3 percent from 1985-86. Planned expenditures and student services for basic skills programs declined over the past four years, but the amount of expenditures for special projects rose for the fifth consecutive year. These special projects included the following: (1) a gifted education program; (2) videotapes for the hearing impaired; (3) a computer education program; and (4) a counseling program. Actual Chapter 2 expenditures for 1986-87 totalled $6,682,377.00, or 90 percent of the funds received. The two largest categories of expenditure were for instructional materials, 28 percent, and capital outlay, 25 percent. Most of the capital outlay was in the learning resources and teaching activities areas, and large expenditures related to salaries primarily reflect staff development substitute costs. The activities with the greatest emphasis were learning resources, 39 percent, and teaching, 44 percent. A special survey on gifted education activities shows that 2.7 percent of Chapter 2 funds were used to supplement local and state funding for programs whose participants were comprised of 7 percent minority group students. Budget and statistical data are included in seven tables. (FMW)

ED 297 895 RC 016 607

D'Souza, Gerard E.; And Others
The Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
West Virginia Univ., Morgantown. Agricultural and Forestry Experiment Station.
PUB DATE- Apr 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agribusiness; *Agricultural Production; Agricultural Trends; *Agriculture; Business Cycles; Economic Change; Economic Development; Economic Research; *Input Output Analysis; *Rural Economics; Socioeconomic Influences
IDENTIFIERS- *Agricultural Change; *West Virginia
This study deals with the structural interrelationships among agricultural sub-sectors, and between the agricultural and non-agricultural sectors of the West Virginia economy. The study is intended to offer information on which to base sound economic development decisions. An input-output economic model is used in order to focus on the interaction between agricultural production and other sectors of the state economy. The major findings are: (1) a $1 million change in commodities sales at the farm level translates into an average change of $2.9 million in the state's total output of goods and services; (2) a $1 million change in gross farm income yields an average change of $2.2 million in statewide income; (3) every 100 jobs created in the agricultural production sector stimulates 295 total jobs in the state economy; (4) the crop production sub-sectors have larger output and employment multipliers, on average, than those for livestock production, although the livestock production sub-sectors have larger average income multipliers; (5) the agricultural production sub-sectors showing high impact on the state economy include dairy products, food and feed grains, and fruit and nut trees; and (6) input-output coefficients from this study reflect high degrees of interdependence among agricultural production sub-sectors and between the agricultural sector and other sectors of the economy. The paper includes three tables showing cash receipts from farm sales, sectors and their components, and input-output multipliers for different sectors. Includes 11 references. (TES)

ED 297 969 SE 049 470

Kings, Clive
Science for the Future: Book 1.
REPORT NO.- ISBN-0-17-006810-2
PUB DATE- 5 Oct 87
NOTE- 227p.; Drawings, photographs and some pages with colored print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Elementary School Science; *Elementary Secondary Education; Foreign Countries; Intermediate Grades; *Laboratory Procedures; *Laboratory Safety; Physical Sciences; *Science Activities; Science Education; *Science Experiments; Teaching Methods
This book is designed to develop sequentially a range of concepts and skills relevant to the basic disciplines of science. Emphasis has been given to the knowledge basis of science, the social context of science, design and technology, and knowledge and skills relevant to personal development. Students are provided an opportunity to engage in guided and unguided inquiry, use library references, and to ask other people for information. Students are encouraged to record their observations, make tables, make drawings, and note their conclusions. Chapters include: (1) "You Are a Scientist"; (2) "The Nature of Living Things"; (3) "Using our Senses"; (4) "The World through the Microscope"; (5) "Water"; (6) "Plants and Soils"; (7) "Magnetism"; and (8) "Heating and Separating Chemical Substances." Each chapter includes background information, activities, experiments, and revision questions. Activities and experiments list materials, procedures, and questions. Appendices include a skills and sequence chart, laboratory safety rules, writing a report, and a glossary. (CW)

ED 298 053 SO 019 273

Parker, Franklin
Internationalizing Multicultural Education.
PUB DATE- 6 Jun 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Cultural Interrelationships; Curriculum Enrichment; Elementary Secondary Education; *Ethnic Groups; Ethnic Studies; *Global Approach; Immigrants; *Minority Groups; *Multicultural Education; Social Studies
IDENTIFIERS- China; England; Israel; USSR
As the population of ethnic groups rises through immigration in the United States and other developed countries, multicultural education, defined as the study of minorities, provides schoolchildren with the social, cultural, and political background of these groups. To stress the impact of these populations and the need for such studies, brief descriptions are included of the minority groups in China (Tibetans and Hui Muslims); England (East Indians, Pakistanis, Africans, and West Indians); Israel (Sephardic Jews, Israeli Arabs, Palestinian Arabs); the United States (Native Americans, Hawaiians, Blacks, Hispanics, and Asian Americans); and the USSR (Ukranians, Belorussians, Tatars, Americans, and Georgians). (DJC)

ED 298 117 SP 030 548

Champion, Robby; And Others
Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.
PUB DATE- 9 Apr 88
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Professional Development; *Program Development; *Program Implementation; State Action; *State Programs; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Maryland
This paper describes the development of a state initiative to improve the quality of induction programs for new teachers in Maryland. The Maryland State Department of Education (MSDE) based its decisions about appropriate teacher induction programs on a variety of information sources from research and practice. The important steps in the creation of the current initiative on new teacher development are described sequentially: (1) a recommendation from the Commission on Quality Teaching (1982); (2) the Beginning Teacher Assessment and Development Committee (1984); (3) regional conferences on beginning teacher issues (1985-86); (4) reviewing literature and promising progams (1986-87); (5) a survey of current practices (1986-87); (6) case studies of promising practices (1986-87); and (7) implementation of the MSDE initiative to improve local programs (1986-87). Brief discussions are included of activities that preceded and influenced the decision to provide state leadership and technical assistance to local school systems. In-depth reports are also included on information gathering activities undertaken to ensure the development and implementation of induction activities. The final chapter summarizes the initial implementation of MSDE assistance to local school systems. (JD)

ED 298 192 UD 026 316

U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-88-71
PUB DATE- May 88
NOTE- 98p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20817 (1-5 copies free, over 5 copies $2.00 each, 100 or more copies 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Change; *Administrative Policy; Administrative Principles; *Administrator Evaluation; Civil Rights; *Federal Government; *Financial Audits; *Institutional Administration; *Public Agencies
IDENTIFIERS- *Commission on Civil Rights

This report reviews the following aspects of the United States Commission on Civil Rights from 1978 through 1985: (1) employment trends; (2) hiring and use of consultant, temporary, and Schedule C employees; (3) referrals from state employment service offices; (4) affirmative action; (5) awards and promotions; (6) commissioners' and special assistants' billings; (7) financial disclosure reports; (8) commission travel; (9) appropriations; (10) lobbying; (11) state advisory committees; (12) use of commission automobile; and (13) contracting questions. For some of the above areas, differences in Commission policy or practice since 1978 were found; for other areas not enough information was available to determine if differences existed. According to the Chairman of the Commission, the evidence in this report refutes allegations that management and administrative improprieties occurred at the Commission. Appendices provide the objectives, scope, and methodology, and other information for each of the 13 areas. Comments from the Commission on Civil Rights are also appended. Data are provided on 32 tables. (BJV)

ED 298 232 UD 026 368

Lehr, Judy Brown; Harris, Hazel Wiggins
At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3338-8
PUB DATE- Jul 88
NOTE- 107p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06576 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Administrator Role; Class Activities; *Classroom Techniques; *Compensatory Education; Educational Environment; *Educational Strategies; Elementary Education; *Elementary School Students; *High Risk Students; *Instructional Effectiveness; Low Achievement; Remedial Programs; Research Utilization; Teacher Role
A review of the voluminous research in the field of teaching at-risk, low achieving elementary school students yields a number of practical, validated applications for classroom teachers. At-risk students should be identified early during their formative years, and social and academic enrichment programs should be implemented as soon as possible. School-based models can make an important difference with low achievers. The principal must provide the leadership to create an inviting, supportive learning environment for staff and students. The attitude of the classroom teacher is the key to program success. Successful teacher approaches must include the following: (1) communication of high expectations; (2) utilization of a variety of effective teaching strategies; (3) emphasis on the development of the total child. The appendix contains an extensive list of practical strategies divided by the following: (1) reading/writing/spelling; (2) social studies; (3) science; (4) mathematics; (5) adaptable to all subjects; and (6) motivation/self-concept. A 162-item bibliography is included. (FMW)

ED 297 937 SE 049 149

Cuneo, Diane O.
Understanding Fraction Addition.
PUB DATE- 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Basic Skills; *Cognitive Development; *Cognitive Structures; *Computation; Elementary Education; *Elementary School Mathematics; *Fractions; Learning Strategies; Mathematics Curriculum; Mathematics Education; Mathematics Instruction
An understanding of fraction addition can be thought to involve two quantitative ideas: (1) the understanding that adding to an original quantity increases its size, and (2) a sense of how much increase occurs. Both of these ideas should underlie or inform a child's approach to problems involving fraction addition and thereby constrain the class of possible answers to ones that "make sense." It is well known, however, that many children do not give reasonable answers when asked to compute or estimate the sum of two fractions. This problem has generated much discussion in the mathematics education community and, in general, such discussions suggest that poor understanding of fraction size is at the heart of children's difficulties. The purpose of this study was to determine what children who compute fraction sums incorrectly and, as it turns out, estimate the same sums poorly do and do not understand about fraction addition. (PK)

ED 297 953 SE 049 428

Nuclear Power in Space.
Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0071
PUB DATE- 87
NOTE- 33p.; Pictures and drawings may not reproduce well.
AVAILABLE FROM- Energy, P.O. Box 62, Oak Ridge, TN 37831 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; College Science; Higher Education; *Nuclear Energy; *Nuclear Technology; Radioisotopes; Safety; *Satellites (Aerospace); Science Education; *Space Exploration; Space Sciences; *Technological Advancement; Technology Transfer

Research has shown that nuclear radioisotope power generators can supply compact, reliable, and efficient sources of energy for a broad range of space missions. These missions range from televising views of planetary surfaces to communicating scientific data to Earth. This publication presents many applications of the advancing technology and commemorates three important milestones in space technology research: (1) the emplacement of the Apollo Lunar Surface Experiments Package on the Moon in November 1969; (2) the first demonstration of nuclear power for space in January 1959; and (3) The Atomic Energy Act of 1954: as amended, that encouraged applications for nuclear energy in a broad range of scientific endeavors, including exploration of space. Spacecraft propulsion had contributions originating from a number of countries. The log of space flights began in November 1957 with the first artificial satellite, Sputnik-1. Presently the total number of satellites has grown to more than 1,693 and a primary vehicle for launching a variety of spacecraft and satellites for research and communications purposes is being provided by the United States Space Shuttle Program. Topics of information include: space power systems and types; key events; space exploration milestones; future planetary missions and generating systems; isotope power systems; and aerospace safety. (RT)

ED 297 984 SE 049 610

Hollweg, Karen S.
Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.
Denver Audubon Society, CO.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 105p.; Portions contain small print.
GRANT- NSF-MDR-8550164
AVAILABLE FROM- Denver Audubon Society, Urban Education Project, 975 Grant St., Denver, CO 80203 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Biological Sciences; Educational Strategies; *Elementary School Science; Elementary Secondary Education; Instructional Development; *Outdoor Education; Program Content; Program Descriptions; *Program Design; *Science Activities; Science Education; Secondary Education; Secondary School Science; *Urban Teaching; *Volunteers
This project was designed to give children opportunities to discover and to investigate plants, animals, and ecological relationships in their own neighborhoods. Through hands-on, natural science investigations, children have opportunities to find and observe a variety of plants and animals, look at them closely, sort them to analyze their similarities and differences, discuss ecological relationships, share discoveries, and wonder about the unknown. The children learn that nature is everywhere, in vacant lots, trees, and the playground. The activities are written to teach observation and critical thinking skills. This paper documents the processes used to begin and carry out this program. Chapters include: (1) "Starting with a 'Think Tank'"; (2) "Conducting a Needs Assessment"; (3) "Designing the Project and Defining Objectives"; (4) "Selecting Appropriate Learning Activities"; (5) "Selecting Pilot Test Sites and Gaining Their Participation"; (6) "Recruiting and Training Volunteers"; (7) "Assembling Materials and Supplies"; (8) "Conducting the Pilot Test and Evaluating the Results"; (9) "Expanding the Program to Reach More Children"; (10) "Getting Financial Backing"; and (11) "Establishing a Fee Structure." Appendices include: project director job description; volunteers' portfolio; materials for site planning meetings; pilot evaluation forms; host site application; team leader job description; printed material for members' approval and phonathon; and publications cited. (CW)

ED 297 998 SE 049 632

Rowland, Paul McD.
The Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
PUB DATE- 6 Apr 88
NOTE- 46p.; Paper presented at the Annual Meeting of the International Association for Computing in Education (New Orleans, LA, April 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; *Computer Assisted Instruction; *Computer Uses in Education; Elementary Education; Elementary School Science; *Energy Education; Higher Education; *Preservice Teacher Education; Science Education; Teacher Education
IDENTIFIERS- *Science Education Research
The effect of mode of computer-assisted instruction (CAI) and individual learning differences on the learning of science concepts was investigated. University elementary education majors learned about home energy use from either a computer simulation or a computer tutorial. Learning of science concepts was measured using achievement and applications tests. Four individual learning differences were measured including: (1) discrimination skill; (2) field orientation; (3) locus of control; and (4) learning strategy. Achievement test scores were higher for tutorial users than for simulation users but no difference was found for the applications test. Discrimination skill interacted with mode of CAI on both tests. Increased discrimination skill increased scores of tutorial users but decreased scores of simulation users. Increased external locus of control produced a decrease in score on both tests. Holistic learning strategies were superior to serialist strategies on the applications test. Field orientation had no influence on test scores. (A list of 26 references is included.) (Author/CW)

ED 298 015 SO 019 003

Humanities and High Order Thinking Skills. Task Force Report.
Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
SPONS. AGENCY- Colorado Endowment for the Humanities, Denver.; Council of Chief State School Officers, Washington, D.C.
PUB DATE- 86
NOTE- 19p.; For related document, see SO 019 002. Appendix D may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Critical Thinking; Decision Making; Elementary Secondary Education; *Humanities; *Humanities Instruction; Logical Thinking; Problem Solving; State Curriculum Guides; Teacher Certification
IDENTIFIERS- *Higher Order Skills; *Task Force Approach

Responding to the Colorado State Board of Education's request for recommendations concerning the need to improve humanities instruction and its relationship to the development of higher-order thinking skills, this task force report specifies a scope for humanities teaching; defines higher-order thinking skills as the ability to judge information, determine alternatives, and solve problems; and encourages the state board to expand humanities instruction in public schools. The humanities goals are outlined in terms of knowledge, attitudes, skills, and outcomes. Teaching strategy examples that involve individual courses, interdisciplinary units, or an entire school in a cross-graded approach are provided. Specific task force recommendations to the state board, local school districts, and individual communities are listed, along with suggestions for teacher certification or recertification in both higher-order thinking skills and humanities. Appendices include: (1) a questionnaire to determine the extent of classroom instruction in humanities and higher-order thinking skills; (2) a humanities consultant job description; and (3) the Colorado State Board of Education's resolution, "The Three R's of Freedom: Rights, Respect, and Responsibilities". (JHP)

ED 298 029 SO 019 208

A Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
Reford-McCandless International Inst., Toronto (Ontario).
SPONS. AGENCY- Canadian Dept. of External Affairs, Ottawa (Ontario).
PUB DATE- 87
NOTE- 150p.
AVAILABLE FROM- Department of External Affairs, Domestic Communications Division, Foreign Policy Information Services, L.B. Pearson Bldg., 125 Sussex Dr., Tower C, Floor Two, Ottawa, Canada K1A 0G2.
LANGUAGE- English; French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Education; Elementary Secondary Education; Foreign Countries; Integrated Activities; Interdisciplinary Approach; *International Cooperation; *International Organizations; International Programs; *International Relations; Learning Activities; Meetings; Resource Units; *Social Studies; Units of Study
IDENTIFIERS- Canada; Canadian Government; *Commonwealth of Nations; *La Francophonie

This kit, designed for use in elementary and secondary school classrooms and community groups, presents information and interdisciplinary learning activities that focus on two 1987 Canadian summit meetings. One summit, the Commonwealth of Nations meeting in Vancouver, involved countries with a legacy as British colonial nations; and the other, La Francophonie summit in Quebec, featured countries that speak the French language and incorporate a French culture. The kit contains booklets that: (1) describe Canada's role and history in the Commonwealth of Nation's and the organization's "Declaration of Principles"; (2) discuss Canada's role in and relationship to La Francophonie; and (3) provide learning activities, discussion questions, and resource lists. Issues central to both summit meetings are described in brief documents and include such topics as: (1) human concerns; (2) science, technology, environment, and resources; (3) culture and education; (4) peace and order; (5) economic cooperation; (6) women and development; and (7) telecommunications. A poster, wall map, and evaluation form are included. (JHP)

ED 298 042 SO 019 247

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (13th, Chicago, Illinois, October 28-29, 1977).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 78
NOTE- 114p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Catholic Schools; Educational Change; *Educational History; Government School Relationship; Minority Groups; Periodicals; Population Growth; Protestants; *Religious Education; Rural to Urban Migration; School Administration; School Funds; School Segregation; Superintendents; *Urban Education; Urban Schools
IDENTIFIERS- Aries (Philippe); Common Schools; Journalists; Kansas; Massachusetts (Waltham); Nineteenth Century

The papers in this document feature four themes: religion and education, the nature of childhood and its relationship to education, urban educational problems, and the character of educational journalism. Part 1 begins with "A Common Faith for the Common School? Religion and Education in Kansas, 1861-1900" (J. C. Carper) which compares in two parts the responses of Protestants and Catholics to religious education. "Educating 'Watch City': The Transformation of Education in Waltham, Massachusetts, 1840-1880" (G. M. Woytanowitz) discusses the reorientation of education in a rural community undergoing urbanization. "The Most Ordered of Rescues: A Reinterpretation of Childhood History and the Common School" (R. L. Schnell) analyzes Philippe Aries' interpretation of the relationship of childhood to institutions in the 19th century common school. Part 2, "Tribute to Harold B. Dunkel," begins with an introduction to Dunkel and his work by R. L. McCaul. "The Lively Educational Journalists, 1875-1900" (H. B. Dunkel) describes the growth of educational journals from local interest newspapers and the editors behind them. Part 3 begins with "The Urban Superintendency and the Depression: The Case of Thomas Warrington Gosling, Akron, Ohio, 1928-1934" (G. L. Hinson; C. M. Dye), which describes the state of education prior to Gosling's administration, his first years' triumphs, and the financial battles to keep the schools open during the 1930s. "Conservation and Proselytization: How Ancestry, Race, and Religion Shaped Parochial Education in Cairo, Illinois" (R. N. Barger) describes the racial segregation policy of the Catholic parochial school system along Irish, German, and Black lines, and the perception the parochial schools for Blacks had of themselves as missionary schools. The meeting program, business meeting's minutes, and a list of attendees are included. (DJC)

ED 298 069 SO 019 537

Ellis, Diane
Where Artists Live: 1970. Research Division Report #5.
National Data Use and Access Labs., Inc., Arlington, Va.; National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Oct 77
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artists; *Census Figures; Demography; Employment Patterns; *Geographic Distribution; Geographic Location; Place of Residence; *Population Distribution; Research Projects; *Residential Patterns
Based on 1970 U.S. Census data, this report notes that there were 500,000 persons employed during that year as artists who performed as actors, architects, authors, designers, musicians and composers, painters and sculptors, photographers, radio and television announcers, and in other arts-related fields. Part 1 provides a summary and analysis of the geographic distribution of employed artists, while part 2 specifically describes the principal residential characteristics of each of the major artist occupations, identifying where people in each field were concentrated in terms of total numbers in a community and in proportion to an area's general population of employed persons. Part 3 describes the relative size of each state's and the District of Columbia's employed artist population. It identifies which types of artists were predominant, how the states compared with each other in the employment of artists, and states' urban areas that had large concentrations of working artists. An appendix provides 33 tables of demographic data, and other tables, figures, and maps are included. (JHP)

ED 298 083 SP 030 447

Hebber, Linda Dennie
Transitions: Toward a Grounded Theory of What Happens between Lessons.
PUB DATE- 24 Mar 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Course Organization; Elementary Secondary Education; *Lesson Plans; *Pacing; Teacher Behavior; Teaching Methods; *Time Management; Units of Study
Classroom lessons have a specific structure which guides patterns of interaction between teachers and students. The formal structure of the lesson is contrasted to the less formal structure of transitions: the times between the lessons. The informal structure of transitions allows an opportunity for different types of interaction which are discussed in the paper. Observations and interviews with two classroom teachers indicate that teachers are concerned about saving time and maintaining order during transitions. Teachers develop strategies to move their students in an efficient and orderly manner from lesson to lesson. How teachers establish routines and expectations is discussed in terms of how this helps teachers meet their goal of teaching extensive amounts of academic information. (Author/JD)

ED 298 100 SP 030 505

The White House Conference for a Drug Free America. Final Report.
White House Conference on a Drug Free America, Washington, DC.
PUB DATE- Jun 88
NOTE- 246p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Drug Abuse; *Drug Education; Drug Legislation; Parent Responsibility; *Prevention; Social Action; *Social Problems; *Substance Abuse; Values

The first section of this conference report on a drug-free America presents an overview addressing three areas: the scope of the drug problem in the United States; its evolution; and some proposed solutions. In the second section, recommendations for action are made for prevention of drug abuse that may be achieved through multiple strategies that address the unique characteristics, cultural diversity and structure found in each community in America. The point is made that prevention must be comprehensive, involving all systems (educational, medical, law enforcement, religious, family, business, etc.), and each community must have a specific plan of action. Examples of programs are given at the end of each chapter. The appendices include a summary of recommendations as well as lists of 400 resource organizations and reading and audio/visual materials for students, teachers, parents, and health professionals (27 items). (JD)

ED 298 134 TM 011 465

Harnisch, Delwyn L.; And Others
Test Analysis Package (TAP): A Microcomputer Questionnaire and Item Analysis Program. User's Guide for the IBM-PC. Version 2.0.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
PUB DATE- Apr 85
NOTE- 56p.; For related documents, see TM 011 462-464.
AVAILABLE FROM- Dr. Delwyn L. Harnisch, Chairperson, Office of Educational Testing, Research, and Service, University of Illinois at Urbana-Champaign, Room 123, Institute for Child Behavior and Development, 51 Gerty Drive, Champaign, IL 61820.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Testing; Computer Graphics; *Item Analysis; Item Banks; *Menu Driven Software; *Microcomputers; Test Interpretation; *Test Scoring Machines; Test Validity
IDENTIFIERS- *IBM Personal Computer; *User Guides
The Test Analysis Package (TAP) consists of three microcomputer programs that edit, score, summarize, and analyze student test data. Features of the TAP system include: (1) an editor that allows creation of a student test data file without the use of a separate word processor; (2) a scoring mechanism that can score a test data file of 999 students and 254 items against either a stored answer key or one created by the user; (3) a report generator that provides summary reports of statistics for students, items, and the test; (4) a test analyzer that generates various statistical summaries and graphic displays on test quality and student performance; and (5) a system utility that allows users to select a sub-set of the total test items for inclusion in the item analysis. No programming experience or extensive computer knowledge is assumed/required of users. (TJH)

ED 298 148 TM 012 238

Carlson, Robert E.
Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meetings of the American Educational Research Association (New Orleans, LA, April 5-9, 1988) and the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Validity; Item Analysis; Job Performance; *Licensing Examinations (Professions); *National Programs; Research Methodology; Scores; *Teacher Certification; Teacher Education; Test Theory; *Test Validity
IDENTIFIERS- *Job Relatedness; *NTE Core Battery; Test Appropriateness
Early National Teacher Examinations test-appraisal studies focused only on the extent to which the content covered on a test matched the content of teacher education curricula. Recently, there has been a shift in emphasis from adequacy-of-preparation, which is now seen by many as irrelevant to establishing the appropriateness of a teacher licensure examination, to job-relatedness. The procedures used to collect and analyze job-relatedness judgments in many studies, however, seem designed to yield positive results. Alternative procedures are described: (1) focusing the judgments to be made on necessity for successful job performance, rather than on relevance to the job; (2) asking for a total-test judgment regarding how well the tested content represents the entire domain of necessary content; and (3) computing an average per-item score, rather than a majority index. These procedures pose a more rigorous test of a licensure examination's job-relatedness. They incorporate the legal and professional requirements of appraising licensure tests, and they yield richer, more meaningful data regarding the appropriateness of using a test as a licensure requirement. (Author/TJH)

ED 298 179 TM 012 342

Marsh, Herbert W.; Gouvernet, Paul
Multidimensional Self-Concepts and Perceptions of Control: Construct Validation of Responses by Children.
PUB DATE- 27 Oct 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; Content Validity; Factor Analysis; Foreign Countries; Grade 7; Grade 8; Grade 9; Junior High Schools; *Junior High School Students; Multitrait Multimethod Techniques; Private Schools; *Self Concept Measures; Single Sex Schools; *Test Validity
IDENTIFIERS- Australians; *Childrens Responses; *Perceived Control
The construct validity of children's responses to the Self Description Questionnaire, the Perceived Competence Scale for Children, and the Multidimensional Measure of Children's Perceptions of Control was assessed. The tests' authors emphasized the importance of distinguishing self-perceptions in the physical, social, academic, and general content domains. Tests of this content specificity included factor analyses, multitrait-multimethod (MTMM) analyses, and patterns of correlations with additional criterion variables. The subjects were 510 7th, 8th, and 9th graders (42% female) from two single-sex private high schools in Sydney, Australia. The subjects' motivation and mathematics and reading achievement were also studied. Contrary to previous research, MTMM analyses of responses to the two self-concept instruments demonstrated their convergent and discriminant validity, apparently reflecting the improved design of these newer instruments. These findings and factor analyses of responses to the self-concept instruments support claims by S. Harter (1982) and by H. W. Marsh. For the perceived control instrument, however, there was little support for the discriminant validity of responses with respect to content domains other than the physical domain, calling into question claims by J. P. Connell (1985). Seven tables summarize data. (Author/SLD)

ED 298 206 UD 026 339

Smith, Marshall S.
Selecting Students and Services for Chapter 1: Reactions. Revised.
PUB DATE- Oct 87
NOTE- 27p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
CONTRACT- 400-86-0025
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Federal Programs; Federal State Relationship; Low Income; Poverty; Program Administration; Program Budgeting; *Program Design; *Program Development; Program Evaluation; Program Implementation; *Program Improvement; State Programs; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1
The Chapter 1 program of the Educational Consolidation and Improvement Act would be made more efficient and effective by implementing the following recommendations: (1) improve the targeting of funds; (2) let good educational practice rather than accounting practice shape Chapter 1 programs; (3) establish systems of output accountability for Chapter 1 schools; and (4) encourage Chapter 1 funding of middle and secondary schools. There should be two major changes in the selection of students and in the way that services are delivered in the Chapter 1 program. The first change would target Chapter 1 funds only to schools with very high proportions of children whose families live in poverty. The second change would encourage the use of Chapter 1 funds in schoolwide programs to augment and improve the quality of the regular school program in these high poverty schools. Each of these changes can be generated through alterations in the Chapter 1 legislation. A list of references is included. (BJV)

ED 297 910 RC 016 699

Beyer, Francine S.; Smey-Richman, Barbara
Addressing the "At-Risk" Challenge in the Nonurban Setting.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
CONTRACT- 400-86-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches. Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Attitude Measures; Elementary Secondary Education; *High Risk Students; Low Achievement; Needs Assessment; *Rural Schools; School Effectiveness; *Suburban Schools; Surveys; *Teacher Attitudes
Based on the assumption that the problem of the at-risk, low-achieving student lies at least in part with staff attitudes, the Special Populations Project at Research for Better Schools developed a survey instrument to measure staff attitudes and perceptions. The "Assessment of School Needs for Low Achieving Students: Staff Survey" includes nine scales: Classroom Management, Instruction, Parent Involvement, Principal Leadership, School Climate, School Programs, Staff Development, Student Involvement in Learning, and Teacher Expectations. To complete the survey, respondents rate their opinion or experience using a five-point Likert scale on the 228 individual items. The survey was field tested with 228 school staff from four nonurban schools in the mid-Atlantic region. When items with correlations below .50 were eliminated the items across the nine scales were reduced to 177. In interpreting the average mean score for each scale, lower scores reflect areas of higher need. Computed means for the nine scales ranged from 2.6 for Parent Involvement to 3.5 for Classroom Management. Overall staff perceived relatively more need in four areas, Parent Involvement, School Climate, Student Involvement in Learning, and Staff Development. Comparisons of individual school profiles indicate high consistency across the four schools except that elementary school teachers identified Principal Leadership as a top priority. The document concludes that this staff survey is a reliable instrument for prioritizing perceived staff needs for support in addressing the population of nonurban students at risk for poor academic achievement or failure. (DHP)

ED 297 924 RC 016 737

Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
REPORT NO.- Senate-Hrg-100-429-Pt-1
PUB DATE- 88
NOTE- 194p.; Portions of document contain small print. For Part 2, see RC 016 738.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *American Indian Education; American Indian Reservations; *Federal Aid; *Federal Indian Relationship; Federal Legislation; *Financial Problems; Government Role; Grants; Hearings; Primary Sources; *School Funds; Tribal Sovereignty; Tribes; Trust Responsibility (Government)
IDENTIFIERS- Bureau of Indian Affairs; *Bureau of Indian Affairs Schools; Congress 100th; *Indian Education Act Amendments 1987; Navajo Community College AZ; Oglala Lakota College SD; Pine Ridge Indian Reservation SD; Tribally Controlled Schools

This hearing before the Select Committee on Indian Affairs (United States Senate) concerns a bill (S.1645) to: (1) reauthorize funding for Bureau of Indian Affairs (BIA) schools and dormitory facilities; (2) prevent termination or alteration of BIA-funded schools except by specific provision of law or as requested by tribal governing bodies; and (3) require full disclosure to the tribal governing body of any relevant action under consideration by the Department of Interior or BIA. The bill also covers modifications to the funding formula for BIA schools, coordination of educational programs between BIA schools and public schools, extension of gifted and talented programs, details of funding for Navajo Community College, and policies on consultation between the Department of Interior and Indian tribes and organizations. In this hearing, participants criticize the BIA for denying the Indian people an effective voice in BIa programs, and supports Indian self determination through grants to tribally controlled schools. South Dakota Senator Daschle, a bill sponsor, stated that this bill is a reaction to BIA annual budget recommendations containing initiatives offensive to tribal leaders, proposed without tribal consultation. Other statements came from representatives of tribal councils, tribally controlled colleges and schools, public schools, and tribal education departments, and addressed the decline in Indian education funding since 1981, the need for programs to teach tribal government, and for programs to deal with alcohol and drug problems, cash-flow problems, geographic attendance boundaries proposed by BIA, the new library and learning resource center to be built at Oglala Lakota College (OLC), and OLC statistics and budget. (SV)

ED 297 970 SE 049 471

Hayden, Harvey; And Others
Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
Central Wisconsin Environmental Station, Stevens Point.; Wisconsin Association for Environmental Education.; Wisconsin Univ., Stevens Point.
PUB DATE- 87
NOTE- 103p.; For related documents, see SE 049 472-474.
AVAILABLE FROM- Central Wisconsin Environmental Station, 7290 County MM, Amherst Junction, WI 54407 ($5.00, 10% discount for 4 or more).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; Elementary Education; *Elementary School Science; *Environmental Education; *Instructional Materials; Primary Education; *Resource Units; *Science Activities; Science and Society; Science Education; Teaching Guides

To some educators, infusing environmental education into different subject areas at different levels may seem like an insurmountable task. This handbook was developed to take the guesswork out of this process and alleviate the fear and confusion that may result. It was designed to assist with infusing awareness and attitude activities into the classroom, correlate widely used curriculum supplements with the objectives and principles in the Wisconsin Department of Public Instruction's environmental education guide, and simplify the infusion process using proven and effective activities. Activities are categorized by subject areas, grade levels, environmental education objectives, and ecological principles. Major resources coordinated in this volume include: (1) "Project Learning Tree"; (2) "Project WILD"; (3) "Living Lightly in the City"; (4) "Nature with Children of all Ages"; and (5) "Sharing Nature with Children." The "Fundamental Environmental Principles" are enumerated. Appendices include a "Grades K-3 Appendix" and additional environmental education resources. (CW)

ED 298 054 SO 019 281

Our Town Integrated Studies: A Resource.
North Carolina State Dept. of Public Education, Raleigh.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
PUB DATE- 7 Aug 87
NOTE- 138p.; Product of the Our Town Workshop held at Martin Community College (Williamston, NC, August 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community; *Community Study; Grade 4; Holistic Approach; Instructional Materials; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; *Resource Materials; State Curriculum Guides; Unified Studies Curriculum
IDENTIFIERS- *North Carolina; *Webbing (Planning)

This integrated state curriculum guide was developed by North Carolina fourth grade teachers, principals, and supervisors during a workshop which explored methods of integrating curriculum objectives from multiple instructional areas by using the community as both a resource and a subject of study and by introducing the concept of webbing, an open-ended planning process designed to emphasize relationships between ideas and subjects. A sample unit, "Melon Mania," illustrates how focusing on watermelons can be used to teach art, science, social studies, language, media skills, mathematics, healthful living, and communication skills. Seven units provide integrated curriculum suggestions for teaching about a community's animals, arts and recreation opportunities, government, transportation, geography, agriculture, and business and industry. Most of the units contain: (1) a goals and objectives web; (2) an activities web; (3) suggested integrated activities; and (4) selected resource materials. Appendices include information about: (1) integrating nutrition education in the fourth grade; (2) a fourth grade integrated learning center; (3) the I-search paper concept; (4) how to conduct an interview; (5) the field trip experience; (6) simulation games; and (7) debate participation regulations. Charts and diagrams are included. (JHP)

ED 298 193 UD 026 317

U.S. Commission on Civil Rights: Compliance with Appropriation Provisions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of Representatives.
General Accounting Office, Washington, DC. General Government Div.
REPORT NO.- GAO/GGD-88-91
PUB DATE- Jun 88
NOTE- 12p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, 5 or more--$2.00 each, 25% discount for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Administrative Organization; Agency Cooperation; Budgeting; Civil Rights; *Compliance (Legal); *Federal Government; *Financial Audits; *Government Employees; *Public Agencies
IDENTIFIERS- *Commission on Civil Rights; Temporary Employment
This document presents an audit of the United States Commission on Civil Rights. The following aspects were examined: (1) compliance with the requirements of Public Law 100-202, which imposes hiring regulations; (2) regional offices; (3) civil rights monitoring; (4) consultants; (5) temporary employees; (6) mission-related external services contracts; (7) Schedule C employees (these are GS-15s or below with policymaking roles or confidential working relationships with top appointed officials); (8) special assistants to Commissioners; and (9) Commissioners. As of March 31, 1988, the Commission was found to be in compliance with each of the fiscal year 1988 line item appropriations and other limitations. However, the Commission needs to recompute its obligations for temporary employees: the Commission's original calculations did not include amounts for all temporary employees or benefits for any of them. These omissions may have caused the Commission to unknowingly exceed the legal limitation by the end of the fiscal year. The Chairman of the Commission had used 75 percent of his billable days as of April 9, 1988. His availability to participate in Commission activities during the second half of the fiscal year is limited to his remaining billable days. A table illustrates the data. (BJV)

ED 298 220 UD 026 354

Reap, Alfred, Jr.; Plato, Kathleen C.
Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jan 88
NOTE- 23p.; Developed and funded under the auspices of ECIA Chapter 2. For related documents, see UD 026 352-353.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Minority Groups; Private Schools; Program Evaluation; Public Schools; Resource Allocation; *School District Spending; *Special Programs; *State Supervisors; *Statewide Planning; *Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Washington
The State of Washington received a Chapter 2 award of $8,224,052.00 for the school year 1986-87, a decrease of 3.3 percent from 1985-86. Of that award, $1,249,323.00 (20 percent) was used by the Superintendent of Public Instruction to identify and meet critical education needs in the state and provide technical assistance to local school districts. Planned expenditures and student services for basic skills programs declined over the past four years, but the amount of expenditures for special projects rose for the fifth consecutive year. These special projects included the following: (1) a gifted education program; (2) videotapes for the hearing impaired; (3) a computer education program; and (4) a counseling program. Actual Chapter 2 expenditures for 1986-87 totalled $6,682,377.00, or 90 percent of the funds received. The two largest categories of expenditure were for instructional materials, 28 percent, and capital outlay, 25 percent. Most of the capital outlay was in the learning resources and teaching activities areas, and large expenditures related to salaries primarily reflect staff development substitute costs. The activities with the greatest emphasis were learning resources, 39 percent, and teaching, 44 percent. A special survey on gifted education activities shows that 2.7 percent of Chapter 2 funds were used to supplement local and state funding for programs whose participants were comprised of 7 percent minority group students. Budget and statistical data are included in eight tables. (FMW)

ED 298 233 UD 026 369

Claus, Richard N.; Quigger, Barry E.
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report 1987-88.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jul 88
NOTE- 41p.; Appendix C contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Compensatory Education; Elementary Secondary Education; Federal Programs; *Migrant Programs; Minority Groups; Norm Referenced Tests; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; *Remedial Reading; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Michigan (Saginaw); Saginaw City School System MI
The 1987-88 school year was the ninth year that students in the State Bilingual and Migrant programs were assessed in reading and mathematics using a norm referenced test. This is the second year that the new California Achievement Test (CAT) Form E, normed in the Spring of 1985, has been used for program evaluation purposes. The locally adopted performance standard was that grade level post-test mean percentile scores would evidence improvement over pre-test scores. Overall, results show decreases from the previous year in the percent of grade levels meeting the performance standard in both reading and mathematics. For the State Bilingual Program, the decrease was the same. For the Migrant Program, the decrease was less in reading than in mathematics. The results of this product evaluation were combined with the results of a process evaluation to generate recommendations to improve the implementation of next year's programs. Statistical data are included in 13 tables. The appendices provide a count of program participants, an explanation of the procedure for the identification of students eligible for program participation, and a table showing mean percentile gain/loss in reading and math by building and grade for 1-12 state Bilingual and Migrant, spring 1987-spring 1988. (FMW)

ED 297 896 RC 016 619

Jones, Barry W.
Broadcast Deregulation Presents New Options for Land-Grant Radio Public Service, News Programming.
PUB DATE- 7 Dec 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Radio; Land Grant Universities; *Programing (Broadcast); Rural Extension
IDENTIFIERS- *Deregulation; Extension Service; Mississippi State University
Public service radio programming provided by state extension services will change drastically in the near future due to broadcast deregulation. The two aspects of deregulation affecting land-grant radio programming are elimination of the limit on the number of commercials per hour, and elimination of requirements specifying the amount of news and public affairs programming. As a result of these changes, many states are shifting emphasis from agriculture and other traditional topics to more consumer-oriented programming, and states that do not permit local sponsorship of their programs may experience problems. In some states with large special audiences, loss of free air time may be countered by syndication of some land-grant programming, or networking and satellite delivery of programs directly to intended audiences for a fee. This paper includes 13 references and offers, as example, a description of recent trends in programming by the Mississippi Cooperative Extension Service. (SV)

ED 298 084 SP 030 457

Dinham, Sarah M.
Teaching as Design: Theory, Research, and Implications for Design Teaching.
PUB DATE- 2 Jun 88
NOTE- 36p.; Revised version of a paper presented at the Annual Meeting of the Mid-America College Art Association (Minneapolis, MN, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Design; *Educational Strategies; *Educational Theories; Higher Education; Preservice Teacher Education; Teacher Effectiveness; Teaching Experience; *Teaching Methods; Teaching Styles
IDENTIFIERS- *Studio Teaching
Drawing parallels between designing and teaching, this paper reviews current thought about teaching and teacher thinking, illustrates possibilities for research on studio teaching, proposes recommendations for design instruction improvement, and analyzes reasons for teachers' selective adoption of new ideas about teaching using the Portsmouth Design Group's model. Many and often conflicting conceptions of instruction are reviewed, summarizing what instruction entails, including the mental activities that occur when one is instructing. Two instances of research on studio instruction are presented, offering examples of the kinds of findings the systematic scrutiny of architectural teaching might bring. The paper's concluding section illustrates questions that might be explored and resistance to new ideas that must be overcome if studio teaching were more empirically addressed. A list of 27 references is appended. (Author/JD)

ED 298 101 SP 030 511

The National Women's Leadership Conference on Fitness. Proceedings. (Washington, D.C., April 6-7, 1984).
President's Council on Physical Fitness and Sports, Washington, D.C.
PUB DATE- Apr 84
NOTE- 79p.; Sponsored by Campbell Soup Co. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aerobics; Body Weight; *Exercise; *Females; *Life Style; Motivation; *Nutrition; *Physical Fitness; Preventive Medicine; Womens Athletics

The principal addresses at this Women's Leadership Conference on Fitness were: (1) "Keynote Address" (C. Carson Conrad); (2) "Essential Nature of Fitness" (Lawrence E. Lamb); (3) "Effects of Exercise on Women from 20-50 Years Old" (Sharon Plowman); (4) "Fitness in Older Women" (Everett L. Smith); (5) "Female Musculo-Skeletal System" (Robert P. Nirschl); (6) "The Fitness Movement and Eating Disorders in Women" (Kelly D. Brownell); and (7) "Physical Fitness as a Lifestyle" (Guy G. Reiff). A report is given of the activities in the two clinic sessions and demonstrations, and summaries cover the essential points of four papers presented on the second day of the conference. (JD)

ED 298 118 SP 030 549

Terrey, Elizabeth P.
A Study of Washington-Trained Education Graduates Pursuing Certification and Careers Out of State.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Aug 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Employment Qualifications; *Faculty Mobility; Graduate Surveys; Job Applicants; *Migration Patterns; Occupational Information; *Teacher Certification; *Teacher Employment; *Teaching (Occupation)
IDENTIFIERS- Reciprocal Teacher Certification; *Washington
From April 1, 1986 to June 1, 1987, a systematic effort was made to contact Washington teacher education graduates who were moving to other states, seeking certification in other states, and obtaining out-of-state teaching positions. The aim was to learn where Washington graduates were moving, what kind of reception they were receiving as they sought certification, and positions they obtained. One purpose of the study was to see if existing reciprocal certification agreements with other states were helpful to Washington graduates. The report presents data gathered by the survey. General observations are made on the survey responses, and suggestions are made for future studies. A copy of the survey questionnaire is included in the appendices. (JD)

ED 298 164 TM 012 285

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
PUB DATE- 86
NOTE- 36p.; For related documents, see TM 012 286-288.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Computation; *Educational Objectives; Geometry; *Grade 9; Junior High Schools; Mathematics Achievement; *Mathematics Tests; *Minimum Competency Testing; Number Concepts; Problem Solving; State Programs; *State Standards; Test Construction; Testing Programs; Test Items
IDENTIFIERS- *Texas Educational Assessment of Minimum Skills

Learning objectives and specifications are provided for use by teachers and test development specialists. Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) tests have been based on the objectives in this publication. For grade 9 mathematics, these objectives are: (1) identify the relationship among decimals, fractions, and percents; (2) add and subtract fractions; (3) multiply and divide decimals; (4) solve two- or three-step word problems; (5) solve word problems using ratios, proportions, and percents; (6) solve personal finance problems; (7) solve word problems with metric measurements; (8) find the areas of rectangles and triangles; (9) determine simple probabilities; (10) use data from charts and graphs to solve word problems; and (11) use formulas to solve problems. Sample test items are provided for each of the skill areas. (SLD)

ED 297 938 SE 049 184

Stanic, George M. A.
Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.
PUB DATE- 88
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Influences; *Educational Research; Elementary Secondary Education; Females; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Sex Differences; Socioeconomic Status; Sociology
IDENTIFIERS- *Mathematics Education Research
The document is intended to provide direction for research in mathematics education related to sex equity which will take more seriously the notion of cultural influences on performance. The relationship between culture and schooling is explored, and the necessity of studying culture is argued. The paper concludes with the idea that there is a need to use ideas in studies about sex differences in mathematics which look outside the school and attempt to study the relations between the culture inside and outside the schools. (PK)

ED 297 985 SE 049 611

Hales, Carma M.; Jones, Maurine E.
Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
Utah System Approach to Individualized Learning Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 37p.; Most of the document is printed on colored paper. Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Basic Skills; Class Organization; Elementary Education; *Elementary School Mathematics; Instructional Improvement; *Management Systems; *Mastery Learning; Mathematics Education; *Mathematics Instruction; Recordkeeping; Skill Development
IDENTIFIERS- *Utah
The Utah System Approach to Individual Learning (U-SAIL) Mathematics System was developed to make it possible for teachers to provide excellence in arithmetic instruction. It is based on the premise that in order to teach arithmetic well, teachers must accurately assess, teach directly, provide students with focused practice, corrective feedback, active learning time, and application of each mathematics concept taught until it is determined that a concept has been mastered. The system includes all of the elements necessary for the planning, organization, management and instruction of basic arithmetic concepts. The program outlined includes discussion and suggestions on five steps: (1) plan what you want to accomplish; (2) know the content to be taught; (3) organize for instruction; (4) establish a management system; and (5) teach effectively and efficiently. The sixth stage is a systematic approach to the classroom in action through a review of critical steps. The document also includes a content list for kindergarten through sixth grade mathematics concepts, a sequence for instruction, and a time schedule for a mathematics class. (PK)

ED 297 999 SE 049 637

Bernstein, Bob
Math Thinking Motivators. A Good Apple Math Activity Book for Grades 2-7.
REPORT NO.- ISBN-0-86653-431-8
PUB DATE- 88
NOTE- 102p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1049, $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Thinking; Elementary Education; *Elementary School Mathematics; Games; *Instructional Materials; *Learning Activities; *Mathematics Instruction; *Motivation; Problem Solving; Teaching Guides; Workbooks
In this booklet are 43 mathematical games and activities to stimulate creative thinking in grades 2-7. The goal of teaching divergent thinking is stressed, as well as the need to encourage positive self-image, motivation, and creativity. For each activity, the mathematical skills addressed in the activity are listed; topics span the elementary school mathematics curriculum. Directions and suggestions for the teacher, written in an interesting manner, are then presented. Some activities could be duplicated and presented directly to the students. The book is illustrated with numerous line drawings and other graphics. (MNS)

ED 298 070 SO 019 538

Cwi, David; Lyall, Katherine
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.; National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Nov 77
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Case Studies; Community; *Community Benefits; *Cultural Activities; *Economic Factors; Equations (Mathematics); *Models; Research Projects
IDENTIFIERS- Assessment Instruments; *Economic Impact; Economic Influences; *Maryland (Baltimore)
This research project attempts to determine the economic effects of arts activities and cultural institutions on a local community (Baltimore, Maryland). This document contains an economic impact model that uses 30 equations to determine direct and secondary effects on businesses, government, and individuals and a case study of the model involving eight Baltimore arts-related institutions. Section 1 describes the model's structure and strengths, and section 2 provides an overview of the Baltimore economy and arts community. Section 3 summarizes the results of the quantitative calculations for Baltimore and discusses the role of the arts in this city's economic development and executive recruitment, while section 4 provides tables of Baltimore arts-related economic data for 1976. Section 5 describes a detailed user's manual that explains the model and its applications. Appendices include: (1) a guide to model and data sources; (2) a description of multiplier and secondary effects; (3) the employee survey; (4) a discussion about audience surveys; (5) methods of identifying full-time and full-time equivalent employees; and (6) equation changes required when data represents multi-institutions or multi-jurisdiction. Tables and equations are included. (JHP)

ED 298 135 TM 011 822

Hambleton, Ronald K.; And Others
Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
PUB DATE- 16 Mar 88
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
CONTRACT- F33615-84-C-0058
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cutting Scores; Grade 9; *Item Analysis; Junior High Schools; Junior High School Students; *Latent Trait Theory; Minimum Competency Testing; Reading Tests; *Sex Bias; *Test Items
IDENTIFIERS- *Mantel Haenszel Procedure; Plot Method; Route Mean Squared Difference Method; Total Area Method
Four item bias methods were studied. The methods compared include the Mantel-Haenszel statistic, the plot method, the route mean squared difference method, and the total area method; the latter two methods are based on item response theory. The test consisted of item responses of 451 male and 486 female ninth graders to 75 test items on the 1985 Cleveland Reading Competency Test. Focus was on sex bias. Simulated data were used to set cut-off scores for interpreting the item bias statistics. Each method led to the identification of nearly the same set of potentially biased items. Methodological problems included imprecision in establishing cut-off points, Type I errors, and poor item parameter estimates. Results highlight the importance of the choice of interval on the ability scale over which item bias is measured. It appears that the Mantel-Haenszel statistic provides a quick, cheap alternative to the more laborious and expensive item response theory methods. Seven graphs and four tables are included. (TJH)

ED 298 149 TM 012 242

Fraser, Richard L., Jr.
An Empirical Foundation for a Taxonomy of Humor.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Humor; Interrater Reliability; *Psychometrics; Undergraduate Students
IDENTIFIERS- *Empirical Research
The reliability of a taxonomy of humor was tested in two studies. The first study involved rater identification of nine categories for humorous incidents excerpted from television comedy programs (wordplay, exaggeration/understatement, contrast, audience knowledge, aggression, emotion, taboo, pratfall/slapstick, and repetition). The second study, undertaken to remedy shortcomings of the first, involved refinement of the following categories resulting from the first study (exaggeration/understatement, contrast, audience knowledge, emotion, taboo, aggression, and repetition). These categories were tested for interrater agreement using undergraduate participants trained to recognize the categories. Definitions of the categories were developed. Further refinement of the typology should result in subsuming repetition under exaggeration/understatement. A test will be developed to provide a profile of an individual's sense of humor based on their preference for humor of particular categories. (TJH)

ED 298 180 TM 012 346

Baker, Eva L.; And Others
Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
CONTRACT- N00014-86-K-0395
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; Comparative Analysis; Computer Assisted Testing; Computer Science; *Computer Software; Evaluation Methods; *Language Processing; Man Machine Systems; *Visual Perception
IDENTIFIERS- *Interface System; Natural Language Processing; *Visual Thinking
Evaluation models are being developed for assessing artificial intelligence (AI) systems in terms of similar performance by groups of people. Natural language understanding and vision systems are the areas of concentration. In simplest terms, the goal is to norm a given natural language system's performance on a sample of people. The specific program under study is a natural language query system, IRUS--an interface between the user and the information desired. IRUS is designed to serve as a general purpose interface to a broad range of databases and expert systems. A pilot study is discussed, which was conducted with early elementary school and preschool students to determine the appropriate language understanding level at which to administer the IRUS test. In the vision area, common measures of visual tasks are being analyzed in terms of their appropriateness to the vision system. This is the inverse of the language exploration that began with the tasks and created the measures. A review by the vision community of approaches they would use to compare human and machine vision will determine if looking for consistent benchmarks is a feasible approach. (SLD)

ED 298 207 UD 026 340

Doyle, Denis P.; Cooper, Bruce S.
Funding the Individual? An Essay on the Future of Chapter 1.
PUB DATE- Oct 87
NOTE- 18p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compensatory Education; Educationally Disadvantaged; Educational Vouchers; Elementary Secondary Education; Federal Aid; *Federal Programs; Federal State Relationship; *Parochial Schools; *Private School Aid; Program Development; Program Evaluation; Program Implementation; Program Improvement; *School Choice; School Districts; State Programs; Urban Schools
IDENTIFIERS- *Aguilar v Felton; *Education Consolidation Improvement Act Chapter 1
In 1985 the Supreme Court ruled that funding school districts for purposes of aiding children at the parochial schools they attend is unconstitutional. Now it is virtually impossible for parochial schools to receive aid. In order for Chapter 1 of the Education Consolidation and Improvement Act to serve all eligibe children, including those enrolled in religious schools, funding should be allocated on the basis of the individual child. The child is the best unit of funding for the following reasons: (1) funding the individual allows by-passing the public school system (and state systems as well), providing direct support for the family and children, permitting them to attend parochial schools; (2) funding the individual places the locus of decisionmaking as to what kind of schooling a child should receive with the family, where it rightly belongs; and (3) funding the individual creates an education market, allowing families to "shop" for schools, and schools to compete for clients. Political considerations are examined, and the history of parochial schools in America is reviewed. Alternatives to using the public school system to deliver Chapter 1 services, such as allowing local education authorities to issue their own vouchers to local parochial school students, are discussed. A brief list of references is included. (BJV)

ED 297 897 RC 016 620

Redesigning Rural Education: Ideas for Action.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 23p.
CONTRACT- 400-86-0002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; Community Development; *Educational Improvement; Elementary Secondary Education; Local Area Networks; *Program Descriptions; *Rural Education
IDENTIFIERS- Black Hills State College SD; Mid Continent Regional Educational Laboratory; Missouri; North Dakota; South Dakota

This brochure offers descriptions of three Mid-continent Regional Educational Laboratory (McREL) programs designed to improve elementary and secondary education in the midwestern United States. "Project ACCESS" helps students explore career options. "Decisions About Technology" helps increase learning opportunities through the use of computer technology. "Rural School and Community Development" helps students and community interact to improve the economic health of the community. Clustering schools is a way of dealing with declining money and resources. Sharing teachers, students and equipment can be positive alternatives to reductions in staff, student enrollment, and equipment. Linkages through computer or video networks among schools successfully reach local colleges, employers, and community organizations. Capsule descriptions of 28 working rural programs, including rural school organizations, community study projects, and technology programs, are provided; the name and address of a contact person is included for each program. A list of related McREL publications concludes the document. (TES)

ED 297 954 SE 049 429

Radioisotopes: Today's Applications.
Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0089
PUB DATE- 88
NOTE- 34p.; Pictures and drawings may not reproduce well.
AVAILABLE FROM- Energy, P.O. Box 62, Oak Ridge, TN 37831 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Atomic Structure; Cancer; College Science; Higher Education; Industry; *Nuclear Energy; *Nuclear Technology; *Radiation; *Radioisotopes; *Radiology; Science Education; Scientific and Technical Information; *Technological Advancement

Radioisotopes are useful because of their three unique characteristics: (1) radiation emission; (2) predictable radioactive lives; and (3) the same chemical properties as the nonradioactive atoms of that element. Researchers are able to "order" a radioisotope with the right radiation, half-life, and chemical property to perform a given task with the knowledge of these three characteristics. This publication includes information on the uses of radioisotopes in medicine for providing doctors with diagnostic and therapeutic techniques for scanning organs and contributing to the healing process in the treatment of cancer. Radioisotopes can help to authenticate works of art and solve crimes. In industry radioisotopes are used to detect hidden flaws in hardware and improve product quality. Uses in agriculture include insect control and the preservation of foods. (RT)

ED 298 016 SO 019 006

Danzer, Gerald A.; Matijevic, Maryhelen A.
Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.
PUB DATE- 22 Sep 87
NOTE- 30p.; Paper presented at the City in History Conference (Chicago, IL, September 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; *History Instruction; Instructional Materials; Lesson Plans; *Local History; *Municipalities; Resource Units; Secondary Education; Social Studies; *United States History; Units of Study
IDENTIFIERS- Historical Materials; *Illinois (Chicago); Nineteenth Century; *Public Works; Twentieth Century
This document provides secondary education instructional materials for teaching about selected areas of Chicago (Illinois) history. Designed to support 19th and 20th century U.S. history lessons, it features a lesson plan developed to introduce students to the history and contemporary focus of Chicago's public works. The lesson plan contains: (1) themes; (2) objectives; (3) required materials; (4) a focus; (5) a suggested teaching plan; (6) a timeline of Chicago history; (7) suggestions for the study of selected Chicago history documents; (8) discussion questions and activities; and (9) five references. An appendix includes reproductions of nine Chicago public works historical documents, along with accompanying discussion guides. (JHP)

ED 298 030 SO 019 225

Gore, Deborah, Ed.
Health in Iowa.
Iowa State Historical Dept., Iowa City.
PUB DATE- Apr 88
NOTE- 33p.
AVAILABLE FROM- State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA 52240 ($5.00 single copy rate, $25.00 classroom rate).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Dentists; Elementary Education; *Health; Health Education; *Health Occupations; History Instruction; Medicine; *Middle Schools; Nurses; Pharmacists; Physicians; *Social Studies; *State History; United States History; Womens Studies
IDENTIFIERS- *Iowa

Prepared for middle school students, this magazine provides a historical overview of 150 years of medicine in Iowa. Focusing on practitioners, early medicinal practices, and common ailments, the articles include: (1) "Health in Iowa"; (2) "Horse and Buggy Doctors"; (3)"Dandy Home Remedies" (P. Stolt); (4) "Doctors Wanted: Women Need Not Apply" (S. Wood); (5) "Read an Advertisement" (E. Miller); (6) "Druggists and Teeth Pullers"; (7) "Nursing in Iowa: The Making of a Profession" (V. Carlson); (8) "The Professionalization of Medicine: Did It Hurt Or Help Women"?; and (9) "The Great Flu" (P. Stolt). "Get Healthy Tips" (C. Annicella) contains advice on fitness, nutrition, and dental hygiene. The state-sponsored "Write Women Back Into History" contest's winning essay, "A Hundred Pounds of Dynamite" by Carrie Spann is also reproduced here. Various student activities are provided throughout the publication. (DJC)

ED 298 043 SO 019 248

Rutkowski, Edward, Ed.
Papers and Proceedings of the Combined Annual Meetings of the Midwest History of Education Society and the History of Education Society (Chicago, Illinois, October 27-29, 1978).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 79
NOTE- 69p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Black Attitudes; Black Education; *Educational History; Family Characteristics; Political Affiliation; Racial Attitudes; Research Projects; School Segregation; Teacher Background; *Teacher Education
IDENTIFIERS- *Counts (George S); Normal Schools; Soviet Education

The selected papers presented in this document include topics on normal schools in Wisconsin and Minnesota, George S. Counts, and segregated schooling in Kansas. "Wisconsin Normal Schools and the Educational Hierarchy, 1860-1890" (J. Wasserman) describes the struggle of normal schools to be perceived as teacher training institutions rather than high schools. "Winona Normal School Student Profile, 1860-1900" (G. E. Bates, Jr.) is a preliminary report on a research project and presents the initial findings on parental occupations and social status. The first of two papers on George S. Counts, "The Political Life of George S. Counts", (W. E. Eaton) describes his political orientation, and specifically his role in the American Labor Party and the American Liberal Party. The second paper, "George S. Counts as Interpreter of Soviet Education" (G. L. Gutek) studies Counts's transformation from admirer to critic of Soviet education through the examination of his books, "The Soviet Challenge to America" (1931) and "The Challenge of Soviet Education" (1957). The final paper in the journal is "The Popular Ideology of Segregated Schooling: Attitudes toward the Education of Blacks in Kansas, 1854-1900" (J. C. Carper). This paper describes the controversy concerning education for blacks and the debate over segregated versus integrated schools. The meeting program and the Midwest History of Education Society's business meeting's minutes are included. (DJC)

ED 298 055 SO 019 284

Smelser, Neil J., Ed.; Gerstein, Dean R., Ed.
Behavioral and Social Science: Fifty Years of Discovery.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03588-0
PUB DATE- 86
NOTE- 306p.; Papers presented at a Symposium commemorating the 50th anniversary of the Ogburn Report, "Recent Social Trends in the United States" (Washington, DC, November 29-30, 1983).
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 ($29.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Behavior; *Behavioral Science Research; *Behavioral Sciences; Cognitive Processes; Comparative Analysis; Economic Change; Organizational Change; Research; Research Methodology; Social Change; *Social Science Research; *Social Sciences; Statistical Analysis; *Trend Analysis
IDENTIFIERS- Commemorative Publications; *Ogburn Report; *Research Trends
This commemorative book contains 10 papers that provide a selective sample of behavioral and social science research accomplishments and trends over a 50-year period, and comparisons are made with research presented in the 1933 report, "Recent Social Trends in the United States" (The Ogburn Report). Four chapters in part 1, "Understanding Social Change", highlight advances in theories and methods devoted to social, organizational, and economic change. They include: (1) "The Ogburn Vision Fifty Years Later" (N. Smelser); (2) "Measuring Social Change" (A. Reiss, Jr.); (3) "Uncertainity, Diversity, and Organizational Change" (N. Hannan); and (4) "Macroeconomic Modeling and Forecasting" (L. Klein). Part 2, "Numbers and Decisionmaking", features the increasing use of quantitative concepts and data. It contains: (1) "Public Statistics and Democratic Politics" (K. Prewitt); (2) "Deterrence in Criminology and Social Policy" (H. Ross, G. LaFree); and (3) "Choices, Values, and Frames" (D. Kahneman, A. Tversky). Part 3, "Discovering the Mind at Work", explores the growth of the study of cognition and behavior in: (1) "Changing Views of Cognitive Competence in the Young" (R. Gelman, A. Brown); (2) "Some Developments in Research on Language Behavior" (M. Studdert-Kennedy); and (3) "Visual Perception of Real and Represented Objects and Events" (J. Hochberg). References are included. (JHP)

ED 298 102 SP 030 513

Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws of 1986).
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jan 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; *Evaluation Methods; Field Tests; Minimum Competency Testing; *Program Development; Program Evaluation; *State Standards; *Teacher Evaluation
IDENTIFIERS- *Washington

This report from the State Superintendent of Public Instruction responds to a directive from the Washington State Legislature to provide information on the progress of the development and field testing of minimum procedural standards and model evaluation programs for teachers. It contains a draft of the proposed minimum procedural standards for evaluation as well as information regarding the field testing and development of model evaluation programs. There were four directives: (1) propose minimum procedural standards for field tests of evaluation programs; (2) develop or purchase and conduct field tests of model evaluation programs in local districts; (3) consult with educators, parents, and the business community in considering a variety of programs; and (4) adopt state procedural standards and select from one to five model evaluation programs to be used in conducting evaluations. Action taken on each directive is reported, and recommendations are made for the legislature. (JD)

ED 298 119 SP 030 550

State Board of Education Initiatives: Professional Education in the 1980s.
Washington State Board of Education, Olympia.
PUB DATE- Jan 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Admission Criteria; Field Experience Programs; Higher Education; Inservice Teacher Education; Minimum Competencies; Preservice Teacher Education; *Schools of Education; *State Boards of Education; *State Standards; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Washington

This report sets forth the current standards for teacher education established by the Washington State Board of Education. Each standard is briefly described, the activities involved in maintaining the standard are outlined, and the means by which the Board assures compliance with meeting the standards are described. Standards are listed for the following areas: (1) program standards; (2) cooperation standards; (3) basic skills competencies; (4) teaching competencies; (5) subject matter endorsement; (6) field experience requirements; (7) continuing education requirements; and (8) inservice quality controls. Activities are listed to maintain the standards in the following areas: (1) program approval; (2) competency testing; (3) follow-up of graduates; (4) monitoring of off-campus program standards; (5) assignment compliance; and (6) annual reports. Appended are: (1) Washington teacher certification requirements; (2) State Board of Education endorsement, assignment, continuing education policies; and (3) approval of preparation programs in colleges/universities leading to certification. (JD)

ED 298 165 TM 012 286

Writing Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
PUB DATE- 86
NOTE- 29p.; For related documents, see TM 012 285-288.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Capitalization (Alphabetic); *Educational Objectives; English; *Grade 7; Junior High Schools; *Minimum Competency Testing; Punctuation; Sentence Structure; Spelling; State Programs; *State Standards; Test Construction; Testing Programs; Test Items; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *Texas Educational Assessment of Minimum Skills
Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) tests have been based on the objectives provided in this publication for teachers and test development specialists. The writing skills objectives for grade 7 require: (1) knowledge of standard capitalization; (2) knowledge of standard punctuation; (3) ability to recognize correct spelling of common words; (4) knowledge of correct English usage; (5) ability to distinguish complete sentences; (6) ability to proofread a written communication; (7) ability to write a description; (8) ability to write a composition telling how to do something; (9) ability to contrast and compare two subjects in a written composition; and (10) ability to write a composition supporting an argument. Test examples are given for each objective. (SLD)

ED 298 194 UD 026 319

Miller, Lamar P., Ed.
Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; New York Univ., NY. School of Education, Health, Nursing, and Arts Professions.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 119p.
AVAILABLE FROM- Metropolitan Center for Educational Research, Development & Training, 32 Washington Place, Room 72, New York, NY 10003 ($23.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Desegregation Effects; *Desegregation Litigation; Desegregation Plans; Educational Quality; Elementary Secondary Education; Equal Education; Futures (of Society); Government Role; Instructional Effectiveness; *Racial Integration; *Racial Relations; *School Desegregation; Urban Education
IDENTIFIERS- *Brown v Board of Education

This report comprises papers delivered at a conference assessing the impact of the Supreme Court decision in the case of Brown v. Board of Education 30 years after it was passed in 1954. The following papers (and authors) are included: (1) "Reflections on Brown after Thirty Years" (Linda Brown Smith); (2) "School Integration and the National Community" (Samuel D. Proctor); (3) "A Personal View of the Background and Developments since the Brown Decision" (Kenneth B. Clark); (4) "An NAACP Perspective on the Status of Public School Desegregation" (Beverly P. Cole); (5) "Brown Thirty Years Later: The Chicago Story" (Melvia M. Brady); (6) "School Desegregation Patterns in the States, Large Cities, and Metropolitan Areas--1968-1980: A Report to the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary of the U.S. House of Representatives" (Gary Orfield); (7) "The Research on the Effects of School Desegregation: Real-Estate Prices, College Degrees, and Miscellaneous Other Things" (Robert Crain); (8) "The Role of the Federal Government in School Desegregation" (William Bradford Reynolds); (9) "Impact of Desegregation on Children in the 1980s and 1990s" (Nathaniel R. Jones); (10) "Ensuring Excellence and Equity in Public Education" (Constance E. Clayton); (11) "Desegregation as a Tool for Establishing Quality Education" (Eugene T. Reville); (12) "Hard Lessons: What We Have Learned from Desegregation" (Willis D. Hawley); (13) "Heretical Thoughts on a Serious Occasion" (Derrick Bell); (14) "Effective Schools through School Desegregation" (Hugh J. Scott); (15) "Equity and Excellence: An Emerging Trend in the Desegregation of Schools" (LaMar P. Miller and J. Theodore Repa); (16) "Desegregation: Challenges and Responsibilities" (Robert L. Carter); (17) "Legal Perspectives and the Future of Desegregation" (Julius L. Chambers); (18) "Participation by Social Scientists in Litigation Regarding School Desegregation: Past Contributions and Future Opportunities" (Stuart W. Cook); (19) "Legal Perspectives and the Vision of America" (Norman Redlich); (20) "School Desegregation--The Real Stakes" (Michael H. Sussman); (21) "The Brown Plus Thirty Conference: A Personal View" (Cora Watkins); (22) "Where Next?" (Leonard B. Stevens); and (23) "Seattle's Reaction to the Proceedings of the Brown Plus Thirty Conference" (Michael W. Hoge). Also included are a summary of the conference, an editor's summary, a list of participants, and a list of council and board members of the Metropolitan Center for Educational Research. (BJV)

ED 298 221 UD 026 355

Claus, Richard N.; Quisper, Barry E.
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jul 88
NOTE- 41p.; For earlier report, see ED 291 856. For related document, see ED 281 851.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; *Mathematics Achievement; Program Evaluation; *Reading Achievement; Reading Improvement; Remedial Mathematics; *Remedial Programs; Remedial Reading; Secondary School Students; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Michigan (Saginaw); Saginaw City School System MI
The School District of the City of Saginaw, Michigan operates a compensatory education delivery system in reading and mathematics consisting of two programs, elementary and secondary Academic Achievement (A2). The program was designed to provide direct instruction to some 2,613 students in grades one through nine. The goal of A2 was to improve the pupils' reading and/or mathematics achievement. Instruction occurred primarily in small group settings outside the regular classroom for the elementary level, and in a regular classroom setting with a reduced number of students for the secondary level. The 1987-88 compensatory education delivery system showed a decrease from the previous year in terms of the percentage of grade levels meeting the standard in both reading and mathematics. Overall, A2 results remain adequate, especially at the elementary level. The results of the pre- to post-testing of compensatory education students indicated that the greatest gains in reading were made at the first grade level, but all grades attained the performance standard except grades 7, 8, and 9. Mathematics gains were again the greatest at grade 1, but that all grades met the standard except grades 7, 8, and 9. The findings of a process evaluation report were combined with the data included in this report to develop recommendations for improving program implementation for 1988-89. Extensive statistical data are included in six tables and two appendices. (Author/FMW)

ED 297 911 RC 016 700

Guerena, Salvador, Comp.; Gonzalez, Raquel Quiroz, Comp.
Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
SPONS. AGENCY- California Univ., Santa Barbara. University Library.
PUB DATE- 85
NOTE- 28p.; For 1984 checklists, see ED 257 619.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Background; Ethnic Studies; Hispanic American Culture; *Hispanic American Literature; Hispanic Americans; *Latin American Literature; *Library Materials; Mexican American Education; Mexican American History; Mexican American Literature; Mexican Americans; *Reading Materials; *Reference Materials
IDENTIFIERS- Chicano Literature; Chicanos; *Chicano Studies; *Coleccion Tloque Nahuaque

This bibliography contains entries for 230 items in the field of Chicano Area Studies by the Coleccion Tloque Nahuaque, within the Library of the University of California at Santa Barbara. Books and booklets are listed which contain materials on a number of areas including art, arts and crafts, bibliographies, bilingual education, border studies, cookery dictionaries, economics, education, emigration and immigration, Mexican films, fine arts, folklore, genealogy, gerontology, guides and directories, history, Mexican history, language, libraries, literature, Mexican literature, media, medicinal plants, medicine, mental health, Mexican laws and statutes, music, psychology, sociology, theater, U.S.-Mexican relations, and women. Entries in Spanish as well as English are included. (DHP)

ED 297 925 RC 016 738

Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
REPORT NO.- Senate-Hrg-100-429-Pt-2
PUB DATE- 88
NOTE- 274p.; Portions of document contain small print. For Part 1, see RC 016 737.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *American Indian Education; American Indian Reservations; *Federal Aid; *Federal Indian Relationship; Federal Legislation; *Financial Problems; Government Role; Grants; Hearings; Primary Sources; *School Funds; Tribal Sovereignty; Tribes; Trust Responsibility (Government)
IDENTIFIERS- Bureau of Indian Affairs; *Bureau of Indian Affairs Schools; Congress 100th; *Indian Education Act Amendments 1987; Navajo (Nation); Navajo Community College AZ; Tribally Controlled Schools

This hearing concerns a bill (S.1645) to: (1) reauthorize funding for Bureau of Indian Affairs (BIA) schools and dormitory facilities; (2) prevent termination or alteration of BIA-funded schools except by specific provision of law or as requested by tribal governing bodies; and (3) require full disclosure to the tribal governing body of any relevant action under consideration by the Department of Interior of BIA. The bill also covers modifications to the funding formula for BIA schools, coordination of educational programs between BIA schools and public schools, extension of gifted and talented programs, details of funding for Navajo Community College, and policies on consultation between the Department of Interior and Indian tribes and organizations. Congress criticizes the BIA for denying the Indian people an effective voice in BIA programs, and supports Indian self-determination through grants to tribally controlled schools. New Mexico Senator DeConcini, a bill sponsor, stated that this bill is a reaction to recent BIA proposals made with tribal consultation. Statements came from senators and from representatives of the Department of Education, national Indian organizations, and tribal councils, schools, and education departments, and addressed the principle of direct government to government consultation on education issues, the failure of BIA to maintain the quality of Indian education, funding problems of cooperative schools integrating BIA and public school students, adult Indian education, measures of enrollment, and Indian eligibility problems. The Department of Interior statement strongly opposed enactment of the bill. (SV)

ED 297 939 SE 049 189

Elementary School Science Education Program Evaluation Guide SY88-89 Edition One.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Jun 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Formative Evaluation; Models; Program Effectiveness; *Program Evaluation; *Program Improvement; Science Education; *Science Programs; Science Teachers; Summative Evaluation

Presented is a checklist for use by science coordinators, school principals, science supervisors, and teachers to identify strengths and weaknesses of science programs in grades kindergarten through six. It can also be used by science coordinators during school visits. This guide contains space for recording information concerning: school name and country; visitation date(s) and number; purpose(s) of visit; name(s) of individual(s) with whom briefing was held and recommendations; teachers, specialists, and administrators visited; observations of science program management; science budget; library and media center; computer program in science; science curriculum guides; K-6 learning and time allocation guides; teaching staff; adopted textbooks; teachers of science inservice program; North Central Association evaluation; school improvement plan; standardized testing program; general observations and recommendations; name of person with whom out-briefing was held; and comments. To aid the user, a list of references cited in context is provided in the appendix. These documents include: (1) a memorandum on quality program indicators; (2) an administrators' guide; (3) science objectives; (4) K-6 learning and time allocation guide; and (5) an approved textbook listing. (RT)

ED 297 971 SE 049 472

Hayden, Harvey; And Others
Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
Central Wisconsin Environmental Station, Stevens Point.; Wisconsin Association for Environmental Education.; Wisconsin Univ., Stevens Point.
PUB DATE- 87
NOTE- 101p.; For related documents, see SE 049 471-474.
AVAILABLE FROM- Central Wisconsin Environmental Station, 7290 County MM, Amherst Junction, WI 54407 ($5.00, 10% discount for 4 or more).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; Elementary Education; *Elementary School Science; *Environmental Education; *Instructional Materials; Intermediate Grades; *Resource Units; *Science Activities; Science and Society; Science Education; Teaching Guides

To some educators, infusing environmental education into different subject areas at different levels may seem like an insurmountable task. This handbook was developed to take the guesswork out of this process and alleviate the fear and confusion that may result. It was designed to assist with infusing knowledge and attitude activities into the classroom, correlate widely used curriculum supplements with the objectives and principles in the Wisconsin Department of Public Instruction's environmental education guide, and simplify the infusion process using proven and effective activities. Activities are categorized by subject areas, grade levels, environmental education objectives, and ecological principles. Major resources coordinated in this volume include: (1) "Project Learning Tree"; (2) "Project WILD"; (3) "Living Lightly in the City"; (4) "Nature with Children of all Ages"; and (5) "Sharing Nature with Children." The "Fundamental Environmental Principles" are enumerated. Appendices include a "Grades 4-6 Appendix" and environmental education resources. (CW)

ED 298 000 SE 049 638

Daniel, Becky
Math Thinkercises. A Good Apple Math Activity Book for Students. Grades 4-8.
REPORT NO.- ISBN-0-86653-429-6
PUB DATE- 88
NOTE- 68p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA1036, $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Answer Keys; *Computation; Elementary Education; *Elementary School Mathematics; *Instructional Materials; Learning Activities; *Mathematics Instruction; Middle Schools; Motivation; Number Concepts; *Problem Solving; Workbooks
This booklet designed for students in grades 4-8 provides 52 activities, including puzzles and problems. Activities range from simple to complex, giving learners practice in finding patterns, numeration, permutation, and problem solving. Calculators should be available, and students should be encouraged to discuss solutions with classmates, parents, and other adults. Working in a group with a given time limit is also suggested. A bonus activity, usually very difficult, is included on each page for extra credit; award certificates are provided. The answer key lists possible answers, since there are sometimes several acceptable answers for an activity. The booklet is profusely illustrated with black and white line drawings and other graphics. (MNS)

ED 298 085 SP 030 459

Cotton, Kathleen
Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 88
NOTE- 13p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Elementary Secondary Education; Homework; *Research Reports; *Student Behavior; *Teacher Behavior; Teacher Student Relationship; Testing
IDENTIFIERS- *Monitoring
This monograph focuses on classroom-level monitoring of student learning progress and what research says about the relationship between such monitoring and the student outcomes of achievement, attitudes, and social behavior. Findings of research studies on the topic are synthesized and 42 key references are cited and annotated. (JD)

ED 298 234 UD 026 370

Lewis, Anne C.
Facts and Faith: A Status Report on Youth Service.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Aug 88
NOTE- 56p.; A product of Youth and America's Future. For other papers in this series, see ED 292 978-984.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Citizenship Responsibility; Conservation (Environment); High Risk Students; Human Services; Public Policy; *Public Service; Public Support; Rural Youth; Secondary Education; Social Responsibility; Social Science Research; Student Projects; Student Volunteers; Urban Youth; *Volunteers; *Youth Programs
Research supports the value of youth service, but indicates concerns about the diminishing interest of young people in giving of themselves. New justifications for community service include the following: (1) documentation of the educational value of service; (2) greater understanding of environmental and human needs; and (3) greater understanding of the connection between community service and participation in civic life and interest in others. New approaches to youth service include the following: (1) mandated school-wide or district-wide programs; (2) programs interwoven throughout the curriculum; (3) city-wide programs; (4) magnet school programs; (5) value of service opportunities in helping at-risk youth develop self-esteem; and (6) incorporation of service projects into job training programs. Many states and communities have developed comprehensive urban and rural service programs that emphasize both environmental and human services work. Colleges participate through the College Compact and the Campus Outreach Opportunity League. Components of successful programs include the following: (1) clearly stated, useful goals; (2) an intense experience; (3) good supervision; and (4) time for reflection. Jane C. Kendall, executive director of the National Society for Internships and Experiential Education, expands on the relationship between youth service and learning in a six-page commentary. A short list of references, and profiles of conservation and service corps are included. (FMW)

ED 297 955 SE 049 430

Nuclear Powerplant Safety: Design and Planning.
Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0069
PUB DATE- 87
NOTE- 19p.; Pictures and drawings may not reproduce well.
AVAILABLE FROM- Energy, P.O. Box 62, Oak Ridge, TN 37831 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accident Prevention; College Science; Energy; Higher Education; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Technology; Radiation; *Safety; Science Education; *Utilities
IDENTIFIERS- Nuclear Regulatory Commission

The most important concern in the design, construction and operation of nuclear powerplants is safety. Nuclear power is one of the major contributors to the nation's supply of electricity; therefore, it is important to assure its safe use. Each different type of powerplant has special design features and systems to protect health and safety. One safety concern that is unique to producing electricity at nuclear powerplants is the potential for accidents involving radioactivity. The safety features of a nuclear powerplant are designed to provide maximum safety and to minimize the chance of accidental emission of radiation. This publication reports on the following: (1) safety by design which includes natural safeguards, physical containment barriers, and engineered safety systems; (2) safety through planning of siting, licensing, emergency response, and insurance; (3) Three Mile Island; and (4) safety first. (RT)

ED 297 986 SE 049 612

Berman, David; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6. Revised.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- CURRIC-00-6006-31; ISBN-88315-523-0
PUB DATE- 88
NOTE- 441p.; Some figures may not reproduce well.
AVAILABLE FROM- Bureau of Supplies, CIMS, 44-36 Vernon Blvd., Long Island City, NY 11101 ($19.00, includes binder, answer key).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Managed Instruction; Computer Uses in Education; Educational Assessment; *Elementary School Mathematics; Grade 6; Intermediate Grades; *Management Systems; Mastery Learning; Mathematics Education; *Mathematics Instruction; *Mathematics Tests; *Teaching Methods
The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines. Utilizing the experience of classroom teachers, a teacher-designed curriculum was developed that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component. The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to master the objectives through accompanying student workbooks. This document is the manual developed for grade six and covers 14 topics. Tests are integrated into the manual sequence. (PK)

ED 298 017 SO 019 020

Rutland, Robert A.
The American Solution: Origins of the United States Constitution.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0547-7
PUB DATE- 87
NOTE- 85p.; Published in conjunction with an exhibition of the same name held at the Library of Congress (Washington, DC, May 14-September 17, 1987). Some illustrations may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Constitutional History; Exhibits; Primary Sources; Resource Materials; Social Studies; *United States History
IDENTIFIERS- Historical Explanation; Historical Materials; *United States Constitution
Tracing the history of events that led to the U.S. Constitutional Convention (1787) and to the eventual ratification of the U.S. Constitution, this book presents numerous reproductions of leaders' portraits, documents, and paintings from the U.S. Library of Congress and other collections. Chapter 1, "Was the Revolution a Blessing or a Curse?" discusses the need for a national convention, the weaknesses of the Articles of Confederation, and the role of Shays's Rebellion in hastening the formation of the new constitution. Chapter 2, "We All Look Up To Virginia for Examples," describes the dominant role played by this delegation during the convention, while chapter 3, "A Great Compromise and a Great Lesson," and chapter 4, "Doctor Franklin's 'Bon Mot'," feature the numerous compromises required in order to eventually draft a document that was satisfactory to a majority of the delegates. Chapter 5, "The Sacred Fire of Liberty," describes the roles and activities of the Federalists and the Antifederalists. (JHP)

ED 298 071 SO 019 539

Simmons, Joan
The State Arts Agencies in 1974: All Present and Accounted For. Research Division Report #8.
National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Aug 79
NOTE- 161p.; Some material is summarized from "State Arts Councils" by Joseph Farrell and others.
AVAILABLE FROM- Publishing Center for Cultural Resources, 152 West 42nd St., New York, NY 10036 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Role; *Art; Data Interpretation; *Financial Support; National Surveys; Research; *State Agencies; Statistical Analysis

Dedicated to describing all U.S. states' and territories' arts agencies at the close of 1974, this research report compiles and analyzes information about their: (1) structure, management, organization, and relationships with other groups and organizations; (2) functions and practices; and (3) receipts and expenditures. State governing councils and commissions, agency staffs, and associated staffs, are described, along with: (1) executive responsibilities; (2) administrative costs; (3) state budgets; (4) intrastate relationships; (5) community councils; (6) citizen advocates; and (7) regional relationships. State art agencies' functions are examined in terms of program emphases, priorities, activities, grant-making, and target audiences. Funding is analyzed in relation to: (1) sources of agency, public, and private funds; (2) matching funds; (3) project funds and expenditures; (4) direct and indirect receipts; (5) primary receipts by art form; (6) project expenditures by activity type; and (7) project funding continuity. A projected outlook, 51 tables, and a directory of states' and territories' arts agencies are included. (JHP)

ED 298 136 TM 011 830

Evaluation and Assessment Processes in Nebraska Public Schools. A Staff Report, Education Interim Study LR 181.
Nebraska Legislative Council, Lincoln. Legislative Research Div.
SPONS. AGENCY- National Conference of State Legislatures, Washington, D.C.
PUB DATE- Feb 88
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Public Schools; School Districts; *School Effectiveness; State Programs
IDENTIFIERS- *Nebraska

During the spring of 1987, the National Conference of State Legislatures awarded the Nebraska Legislature a cost-sharing award to study local school evaluation processes. Embodied in Legislative Resolution 181, which has the purpose of studying school evaluation procedures, the study attempts to provide legislators, educators, local school officials, parents, and others with information on the means by which local schools evaluate themselves and are evaluated by others, the use of evaluation results by interested parties, and the means by which the Nebraska legislature evaluates state schools through the current locally-fed state-consumed data collection and retrieval system. The study involved a review of the literature on school assessment and evaluation, an examination of assessment and evaluation processes in other states, an analysis of Nebraska's accreditation and approval processes, a survey of 350 accredited school districts, field interviews and visits in school districts undergoing accreditation, and critiques of the study's progress by educational experts. In addition, public hearings were conducted and the Nebraska Unicameral held the first annual Nebraska Legislative Issues Symposium in Omaha, where education was a major issue. Fourteen attachments include the Nebraska Legislature's Role and Mission Statement for Public Schools; the school district survey questionnaire and results; a chart showing educational indicators and the location of information in Nebraska; a report by the state department of education on performance based accreditation; an article by Dr. Robert D. Brown on program evaluation myths; three Legislative Issues Symposium briefing reports; and extracts from relevant legislation. (TJH)

ED 298 150 TM 012 243

Clegg, Victoria L.; Cashin, William E.
Improving Multiple-Choice Tests. IDEA Paper No. 16.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Sep 86
NOTE- 5p.
AVAILABLE FROM- Center for Faculty Evaluation and Development, Division of Continuing Education, Kansas State University, Manhattan, KS 66505 (PC $1.00, 25-99 copies $0.20 each, 100 or more $0.15 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Higher Education; Learning; *Multiple Choice Tests; *Teacher Made Tests; *Test Construction
The definition, nature, limitations, and strengths of multiple-choice test items are reviewed; and recommendations on the development and use of such items are presented. Many teacher-made multiple-choice tests can be significantly improved. Suggestions for layout organization and an interpretive approach to relationships among items on one test are provided. It is concluded that multiple-choice items permit the testing of higher levels of student learning, which are appropriate to college-level students but often are not tested by teacher-made tests (including essay as well as selected response tests). The increased use of interpretive exercises in college-level tests is advocated. A list of standard text books that provide detailed suggestions for design of multiple-choice items is appended. (TJH)

ED 297 898 RC 016 640

Stevens, K. J.; Crowther, H. I. G.
Orientation to Teaching in Two Rural Schools.
PUB DATE- Nov 86
NOTE- 24p.; Paper presented at the Annual Conference of the New Zealand Association for Research of Education (Hamilton, New Zealand, November 27-30, 1986). A copyrighted map has been removed.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjustment (to Environment); Elementary Secondary Education; Foreign Countries; Questionnaires; Rural Areas; *Rural Schools; Surveys; Teacher Administrator Relationship; *Teacher Alienation; Teacher Attitudes; Teacher Morale; *Teacher Orientation; Teacher Student Relationship
IDENTIFIERS- *Australia (Queensland)
Young urban teachers assigned to rural schools in Queensland, Australia, experience difficulties in adjustment related to isolation from family, friends, and other professionals. Twelve teachers in a small remote settlement and 12 teachers in a rural school close to a suburban area completed a questionnaire exploring their relationships with their pupils, the community, and the State Board of Education, and their perceptions of their own professional positions and morale. All the teachers were young, urban, and relatively inexperienced, and all had been assigned to their positions by the State Department of Education. In comparison to the less isolated teachers, teachers in the remote settlement: (1) had more difficulty separating their profession from their social lives; (2) were less able to establish appropriate relationships with their pupils; (3) felt more alienated from the rural lifestyle around them; (4) felt more strongly that the State Department of Education was insensitive, and; (5) expressed less confidence in their own professional abilities. Almost all teachers in both schools said that they would not remain in their present positions if they did not get the positions they wanted, a response with ominous significance for the future of rural Australian schools. Unless rural teachers' professional isolation is recognized, it is unlikely that the position of rural pupils can be improved. The study questionnaire and 34 references are included. (SW)

ED 297 912 RC 016 701

Guerena, Salvador, Comp.; Gonzalez, Raquel Quiroz, Comp.
Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
California Univ., Santa Barbara. University Library.
PUB DATE- 86
NOTE- 37p.; For 1985 checklist, see RC 016 700.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Cultural Background; Ethnic Groups; Ethnic Studies; Foreign Language Books; *Hispanic American Literature; *Latin American Literature; Library Collections; *Library Materials; Publications; *Reading Materials; *Reference Materials; Spanish Speaking
IDENTIFIERS- Chicano Literature; Chicanos; *Chicano Studies; *Coleccion Tloque Nahuaque

This serial publication covers the period from January to December 1986, citing 308 entries in the field of Chicano Area Studies by the Coleccion Tloque Nahuaque, within the Library of the University of California at Santa Barbara. The materials, published between 1926 and 1986, are listed by categories and presented alphabetically by author. The categories are: Agricultural Labor, Arts & Crafts, Bibliographies, Biographies, Book Industries, Border Studies, Building Construction, Cookery, Counseling, Dance, Dictionaries, Education, Emigration & Immigration, Fine Arts, Folklore, Guides & Directories, Health Care, History, History: Mexico, Language, Law, literary History & Collections, Literature, Literature (Mexico), Media, Military Science, Music, Photography, Political Science, Psychology, Religion, Science, Social Sciences & Economics, Sociology, Technology, and Women. (TES)

ED 298 031 SO 019 226

Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 87
NOTE- 78p.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706 ($10.00, plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Administration; *Educational Planning; Educational Research; Foreign Countries; Inservice Education; *Institutions; *National Organizations; Professional Services; *Program Guides; Research and Development
IDENTIFIERS- *Asia; *Pacific Basin Countries

This directory provides information about 27 institutions and organizations that offer in-service training and research and professional services in relation to educational planning and administration in 13 Asian and Pacific basin countries. The directory's objective is to generate and strengthen regional, inter-country, and inter-institutional cooperation through the promotion of exchanges, information, and expertise in Australia, Bangladesh, China, India, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, Korea, North Vietnam, Sri Lanka, and Thailand. The directory is organized alphabetically by country and by institutions or organizations located within each country. Entries contain available information about an organization's: (1) address; (2) telephone number or cable address; (3) president's or director's name; (4) staff size; (5) physical facilities; (6) primary language(s); (7) historical background; (8) primary objectives; (9) activities; (10) training programs; and (11) research studies. (JHP)

ED 298 044 SO 019 249

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (15th, Chicago, Illinois, October 26-27, 1979).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 80
NOTE- 200p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; Black Education; Community Organizations; Curriculum Research; *Educational Change; *Educational Development; *Educational History; Educational Strategies; Equal Education; Instructional Leadership; Models; Politics of Education; *Public Schools; Secondary Schools; Social Studies; Womens Education
IDENTIFIERS- Amherst Project; Aries (Philippe); Common Schools; Ghana; Michigan (Detroit); Ohio; Political Parties; United States (Deep South)

The papers presented cover three general themes: modern education and curriculum; the legacy of educational thought; and origins and issues in U.S. educational development. Part 1 begins with "The 'New Social Studies' and Curriculum Innovation: The Amherst Project Experience, 1959-1972" (C. E. Samec) which describes the project's inception, the problems in communicating its curriculum philosophy, financial difficulties, and the complications of publication. "Bilingual Education: A Reevaluation of Objectives" (T. Reagan) argues three critical points in bilingual education. "New Concepts in an Old Discipline: Reconstructing the Introductory History of Education Course" (R. L. Schnell; P. T. Rooke) demonstrates how to use students' childhood experiences and family histories to teach the history of education. "Ghana's Educational Program: A Model for African Countries?" (C. E. Alberti) discusses the Ghanian educational system's development, structure, curriculum, and problems. Part 2 begins with "Isocrates: Pillar of Western Education" (W. L. Innerd) which details Isocrates' life and his teaching methods. "Educational Journalism at Its Most Provocative: The American Herbartians and Their Influence on the Direction of Twentieth Century Teacher Education" (B. H. Westfall) focuses on Charles De Garmo, Charles McMurry, and Frank McMurry, and their roles in shaping the American branch of the Herbartian movement. "Samuel Lewis, Ohio's First Superintendent of Common Schools" (M. L. Petit) is a biography of Lewis. "Useful Education for the Poor: A Benthamite Perspective" (B. W. Taylor) provides a description of Bentham's work towards educational reform for the English poor. Part 3 begins with "The Reform of Education in the Agrarian South, 1900-1950" (S. J. Maxey) which details the reform movement that included the involvement of white middle class professionals and external associations; the inception of school consolidation, high schools, school supervisors, and black educational institutions; and revised teacher education requirements. "A Davenport School's Romantic Affair with Southern Plantation Belles" (L. Horton and R. E. Belding) discusses the physical location, facilities, and curriculum of the Immaculate Conception Academy (Iowa) that attracted affluent women from the deep South during the Civil War. "Detroit's First 'Great School War': The Politics of Common Schools in a Frontier City, 1836-1842" (D. L. Angus) relates the political struggle for a free educational system. The conference program, business meeting's minutes, and a directory of attendance are included. (DJC)

ED 298 086 SP 030 465

Smith, Lucille L.; And Others
Neutrophilia and an Anti-Inflammatory Drug as Markers of Inflammation in Delayed Muscle Soreness.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biomedicine; *Drug Therapy; *Exercise Physiology; *Motor Reactions
IDENTIFIERS- *Delayed Muscle Soreness; Inflammation

This study reexamined the concept that delayed muscle soreness (DMS) is a form of inflammatory pain. This was accomplished by having 32 male volunteers perform exercise known to induce DMS and then assess the total and differential white blood cell changes. In addition, an anti-inflammatory drug, idomethacin, was administered to determine whether this would reduce the perception of muscle soreness. The increase in neutrophils and decrease in DMS with drug administration suggested that inflammation is involved in DMS. (JD)

ED 298 103 SP 030 516

Metz, Mary Haywood; And Others
Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 206p.
GRANT- G-00869007
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- High Schools; *Institutional Characteristics; Role of Education; *Social Class; *Socioeconomic Influences; Student Behavior; Teacher Attitudes; Teacher Behavior; *Teacher Role; Teacher Student Relationship; Teaching (Occupation); *Teaching Conditions
This collection of papers is the final product of a project designed to explore the ways in which high schools as organizations facilitate and frustrate teachers' ability to be engaged with their work. Ordinary schools were chosen as the research subjects: two in high socioeconomic (SES) settings; two in middle SES settings, and two in low SES settings. Two Catholic schools were included--one middle-class college-bound, and the other predominantly working class. The schools were considered alternately as social structures, technical systems, cultural systems, and political systems. Similarities and variations in teachers' approach to their work in the classroom were considered by looking at a triangle composed of teachers' roles and behavior, the students' roles and behavior, and the formal curriculum in use and the broader goals teachers pursued with students. Particular attention was paid to the multiple interacting differences that flow from communities and families in different social class situations into the schools. Social class was seen as having a pervasive and fundamental role in the internal lives of schools and teachers. (JD)

ED 298 120 SP 030 552

Porter, Andrew
Understanding Teaching: A Model for Assessment. Occasional Paper No. 124.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- Aug 88
NOTE- 27p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; *Evaluation Criteria; *Evaluation Methods; Teacher Behavior; *Teacher Effectiveness; *Teacher Evaluation; *Teaching Skills
A framework for thinking about teacher assessment is provided. Good teaching is characterized and target domains for teacher assessment are identified. A number of challenges to existing assessment practices and plans for future assessment practices are identified. New systems of teacher assessment should be designed to triangulate across domains of teacher knowledge, skills and beliefs; teachers' classroom behaviors; and student outcomes. Since an ideal system of teacher assessment will almost surely exceed available resources of knowledge and effort, the costs and benefits of implementing teacher assessment practices must be evaluated to see if the expense is worth the results and to guard against undesirable side effects, such as elimination of minority teachers from the teacher corps. (Author)

ED 298 166 TM 012 287

Reading Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
PUB DATE- 86
NOTE- 32p.; For related documents, see TM 012 285-288.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; *Grade 7; Junior High Schools; *Minimum Competency Testing; Reading Achievement; Reading Skills; *Reading Tests; Semantics; State Programs; *State Standards; Test Construction; Testing Programs; Test Items
IDENTIFIERS- *Texas Educational Assessment of Minimum Skills
Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) tests have been based on the objectives provided in this publication for teachers and test development specialists. Reading skills objectives for grade 7 include the ability to: (1) identify the main idea; (2) use context to understand the meaning of words; (3) identify specific details; (4) identify the sequence of events; (5) draw logical conclusions; (6) distinguish between fact and opinion; (7) identify cause and effect relationships; (8) identify the appropriate reference source; (9) use graphic sources to obtain information; and (10) identify the parts of a book used to obtain information. Samples of test items are included for each objective. (SLD)

ED 298 181 TM 012 351

Higbee, Jeanne L.; Dwinell, Patricia L.
Creating Profiles of High Risk Students.
PUB DATE- Mar 88
NOTE- 14p.; Paper presented at the Annual Conference of the American College Personnel Association (Phoenix, AZ, March 27-30, 1988). For a related document, see TM 012 352.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; Anxiety; Career Exploration; Cognitive Style; *College Freshmen; Developmental Tasks; Evaluation Methods; Higher Education; *High Risk Students; Locus of Control; Personality Measures; *Profiles; *Psychometrics; *Screening Tests; Stress Variables; Student Educational Objectives; Student Evaluation; Student Records
IDENTIFIERS- University of Georgia
Measures used at the Division of Developmental Studies at the University of Georgia in constructing a student profile (specifically, of high-risk college freshmen) are discussed. The areas measured concern: goals; learning styles; career exploration; stress and academic anxiety; developmental tasks; and locus of control. The goals checklist assesses the freshmen's reasons for pursuing a college/university education and for selecting the University of Georgia. One or more instruments of learning style are also administered early in the first quarter of the college semester. These include: (1) a Myers-Briggs Type Indicator; (2) the James and Galbraith Learning Styles Inventory; and (3) the Kolb Learning Styles Inventory. Career exploration is undertaken with the Self-Directed Search or similar instrument. Several instruments are used to assist in identifying sources of stress, including the: (1) Developmental Inventory of Sources of Stress; (2) Spielberger Test Attitude Inventory; (3) Mathematics Anxiety Rating Scale; (4) Fennema-Sherman Mathematics Attitude Scales; and (5) sentence completion questionnaires. A developmental tasks inventory and the Rotter Internal-External Locus of Control Inventory are also given. Other academic variables, such as past performance, are included. Sample data on each of the profile sections are tabulated. (SLD)

ED 298 208 UD 026 341

Elmore, Richard F.
The Problem of Quality in Chapter 1.
PUB DATE- Oct 87
NOTE- 14p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Educationally Disadvantaged; *Educational Quality; Elementary Secondary Education; Federal Aid; *Federal Programs; *Federal State Relationship; Program Administration; Program Budgeting; *Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; State Programs; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1
However defined, the quality of services under Chapter 1 of the Education Consolidation and Improvement Act is heavily dependent on the setting in which those services are delivered. Working definitions of the following aspects of program delivery are presented as a means of establishing evaluation criteria: (1) the resources applied to a local program (input); (2) the operating characteristics of local programs (process); and (3) the consequences of local programs for students (output). The following Federal strategies for enhancing quality are reviewed: (1) the systematic use of information to draw attention to either good or bad behavior (jawboning); (2) the use of discretionary funding to reward and claim credit for local successes (piggybacking); and (3) the use of discretionary funding to underwrite program development in the most difficult circumstances (bootstrapping). A short list of references is included. (BJV)

ED 297 940 SE 049 222

Study of Resources and Overture. Final Report.
Southampton Univ. (England).
PUB DATE- Dec 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Databases; *Educational Assessment; Foreign Countries; *Information Dissemination; *Inservice Education; Manipulative Materials; Mathematics Education; *Networks; *Resource Materials; Science Education

This report is based on initiatives, investigations, developments and evaluations made over a three year period. The recommendations are made generally to people and organizations who are concerned with the science and mathematics education of young people aged 11 to 16. The intentions of the recommendations were to help teachers and examiners to respond to the challenges of new methods of assessment and curriculum innovations; relate the principles of school science and mathematics to their practical and modern, everyday, applications and to excite the interest of students in these subjects and their importance in industry, commerce, engineering and applied science. The recommendations are clustered under the three areas of: (1) "Structure", (2) "Methods of Collecting and Developing Resources", and (3) "Dissemination of Resources". (PK)

ED 297 972 SE 049 473

Hayden, Harvey; And Others
Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
Central Wisconsin Environmental Station, Stevens Point.; Wisconsin Association for Environmental Education.; Wisconsin Univ., Stevens Point.
PUB DATE- 87
NOTE- 116p.; For related documents, see SE 049 471-474.
AVAILABLE FROM- Central Wisconsin Environmental Station, 7290 County MM, Amherst Junction, WI 54407 ($5.00, 10% discount for 4 or more).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; *Environmental Education; *Instructional Materials; Junior High Schools; *Resource Units; *Science Activities; Science and Society; Science Education; Secondary Education; *Secondary School Science; Teaching Guides
To some educators, infusing environmental education into different subject areas at different levels may seem like an insurmountable task. This handbook was developed to take the guesswork out of this process and alleviate the fear and confusion that may result. It was designed to assist with infusing knowledge, skill and attitude activities into the classroom, correlate widely used curriculum supplements with the objectives and principles in the Wisconsin Department of Public Instruction's environmental education guide, and simplify the infusion process using proven and effective activities. Activities are categorized by subject areas, grade levels, environmental education objectives, and ecological principles. Major resources coordinated in this volume include: (1) "Project Learning Tree"; (2) "Project WILD"; (3) "Living Lightly on the Planet"; (4) "Investigating and Evaluating Environmental Issues and Action Skill Development Mudules"; and (5) "CLASS Project." The "Fundamental Environmental Principles" are enumerated. Appendices include a "Grades 7-9 Appendix" and environmental education resources. (CW)

ED 298 001 SE 049 652

Basic Skills--Mathematics. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
Michigan State Board of Education, Lansing.
PUB DATE- May 87
NOTE- 53p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Demonstration Programs; *Elementary School Mathematics; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Instruction; *Program Descriptions; Secondary School Mathematics; *Validated Programs
IDENTIFIERS- *National Diffusion Network Programs

This booklet presents descriptions of adult education programs on basic skills in mathematics that have been validated as successful by the National Diffusion Network. These projects have been developed by individual school districts throughout the nation in response to their local needs and are being promoted by the National Diffusion Network (NDN). The Joint Dissemination Review Panel (JDRP) of the U.S. Department of Education has reviewed and validated the data presented by each project, and these programs are available for adoption by other districts. The introductory pages of the booklet contain an alphabetical listing of 46 programs, an index of programs by mathematical topic, and an index of programs by the grade level(s) for which they have been validated. The summaries of each project then follow. Most include audience, description of the program, costs, services, and contact person(s). (MNS)

ED 298 056 SO 019 285

The Impact of an International Education on College Acceptance and Career Development.
American Inst. for Foreign Study, Greenwich, Conn.
PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *College Admission; Higher Education; Research Projects; Secondary Education; *Skill Development; *Study Abroad
IDENTIFIERS- *Impact

The objective of this study was to provide information about the impact of study abroad on people who had completed the American Institute for Foreign Study's Overseas Learning Program between 1983-1988. The American Institute for Foreign Study contacted 7,500 participants of high school or college educational travel and study abroad during this period. Questions were designed to solicit past participants' opinions concerning college interviewers' as employers' reactions in regard to study abroad and to determine what type of skills participants believe they developed while overseas. The programs in the study included: (1) high school educational travel; (2) high school students' foreign family homestays; (3) college summer programs; and (4) college academic year abroad. Each program is briefly described, and specific percentages are reported for college acceptance, employment, and skills' development data. The document provides selected quotations from educational representatives and survey respondents. Ninety-nine percent of the respondents recommend study abroad for high school and college students, and the study indicates that a period of international education contributed skills, traits, and experiences beneficial to college acceptance and career pursuits. Graphs are included, and the survey is appended. (JHP)

ED 298 151 TM 012 244

Cashin, William E.
Improving Essay Tests. IDEA Paper No. 17.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Jan 87
NOTE- 5p.
AVAILABLE FROM- Center for Faculty Evaluation and Development, Division of Continuing Education, Kansas State University, Manhattan, KS 66506 (PC $1.00, 25-99 copies $0.20 each, 100 or more $0.15 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *Essay Tests; Higher Education; Learning; *Scoring; Teacher Made Tests; *Test Construction
Essay tests, despite their limitations, have a number of strengths and, therefore, appropriate uses in higher education, as long as users are aware of the limitations. Essay questions (extended response and restricted response) are designed to assess student learning. There is considerable agreement in the educational measurement literature about how essay tests can be improved. Topics addressed in this paper include the nature of an essay test, strengths and limitations of essay tests, and recommendations on appropriate applications, test construction, and scoring. The most notable strength of the essay test is its ability to measure writing composition skills. Serious limitations concern the reliability of essay tests. In all, 25 recommendations are presented. (TJH)

ED 298 222 UD 026 356

Claus, Richard N.; Quisper, Barry E.
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jan 88
NOTE- 53p.; For earlier report, see ED 281 851. For related document, see ED 291 856.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Principals; *Program Effectiveness; Program Evaluation; Questionnaires; *Remedial Mathematics; Remedial Programs; *Remedial Reading; Secondary School Students; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Michigan (Saginaw); Saginaw City School System MI
The School District of the City of Saginaw, Michigan operates a compensatory education delivery system in reading and mathematics consisting of two programs, elementary and secondary Academic Achievement (A2). The goal of the programs is to improve the reading and mathematics achievement of a designated number of educationally disadvantaged children, who are screened for entry with the California Achievement Tests--Form E (CAT). A process evaluation, which involves monitoring a program throughout the year, was conducted to determine if the program is being implemented as planned. Thirty-five compensatory education teachers and 22 principals at compensatory education buildings replied to a set of questionnaires concerning the following: (1) programming and instructional management; (2) communications; (3) pupil selection; and (4) miscellaneous, such as program strengths. These responses were then synthesized into a report on the strengths and weaknesses of the A2 programs based on the four reporting areas. The results of the process evaluation were combined with the results of an evaluation of the pupils' academic achievement to form a set of recommendations for improving the implementation of the A2 program for the coming year. Copies of the questionnaires distributed to elementary and secondary principals and teachers, and the results of the 1987-88 process surveys are included in two appendices. (FMW)

ED 298 235 UD 026 371

Akins, Julie
Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.
National Coalition for the Homeless, Washington, DC.
PUB DATE- Jun 88
NOTE- 49p.
AVAILABLE FROM- National Coalition for the Homeless, 1439 Rhode Island Ave., N.W., Washington, DC 20005 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; *Emergency Programs; *Federal Aid; Federal Legislation; *Federal Programs; *Health Programs; *Homeless People; Housing Needs; Hunger; Poverty; Program Effectiveness; *Program Implementation; State Federal Aid; Welfare Services
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987
Despite the positive contributions of the 1987 Stewart B. McKinney Homeless Assistance Act (the McKinney Act), Federal emergency aid has failed to keep pace with the growing need for assistance. Less than one year after the passage of the McKinney Act, progress has been made toward meeting the emergency need for food, shelter, and health care among the growing number of homeless persons, and virtually every program authorized by the legislation has been made available to the public. Nevertheless, the funds are not adequate and agencies have acted slowly in distributing the money they did receive. McKinney Act appropriations have affected every state by creating new programs and sustaining existing programs to meet the survival needs of homeless persons, including the following: (1) the Federal Emergency Management Agency (FEMA) emergency food and shelter funds; (2) the Department of Housing and Urban Development (HUD) housing funds; and (3) the Department of Health and Human Services (HHS) primary and mental health care program funds. Yet failure to implement some of the provisions of the McKinney Act have resulted in the following: (1) no increase in the availability of food stamps; (2) endangerment of the Temporary Food Assistance Program; and (3) unavailability of education and job training programs until the end of the summer of 1988. The McKinney Act must be renewed at higher funding levels that realistically address the size and growth of the homeless population. Each agency receiving funds is profiled, with the following information provided: (1) amount of award; (2) amount distributed; (3) programs covered; and (4) demand for funds, by state. Three tables of statistical data are appended. (FMW)

ED 297 913 RC 016 702

Arizona Commission of Indian Affairs 1986-87 Annual Report.
Arizona Commission of Indian Affairs, Phoenix.
PUB DATE- Sep 87
NOTE- 26p.; For the 1985-86 annual report, see ED 275 465.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Reservations; *American Indians; Budgets; *Cultural Awareness; Land Use; Mining; Organizational Effectiveness; *Program Evaluation; Program Proposals; Self Determination; State Agencies; State Government; Veterans
IDENTIFIERS- *Arizona Commission of Indian Affairs; State Tribal Relationship

This annual report includes a list of commission membership and staff; a map of state Indian reservations; a table of reservation acreages and populations; a list of commission meetings and those in attendance; a list of 1986-87 commission publications and an agency financial report. A section of "commission highlights" summarizes nine issues acted upon by the agency during the year. Prominent among these is the issue of the Havasupai Tribe and the Energy Fuels Nuclear Inc. of Denver, Colorado. The commission passed a resolution supporting tribal opposition to proposed uranium ore mining by Energy Fuels on land considered sacred by the tribe. The commission also passed another resolution concerning uranium mining in Northern Arizona opposed by the Kaibab-Paiute Tribe. Both resolutions are included in the report, along with a third urging Congress to seek ways of providing veterans' home-loan benefits to American Indian veterans living on reservations. There is also a list of five commission goals and a discussion of progress on each. The goals include: (1) fostering a cooperative working relationship with tribal and government leaders on issues of jurisdiction, water resources, and economic development; (2) researching and printing a study of Indians' impact on Arizona's economy; (3) developing and circulating a tribal directory, including a synopsis of legislative measures affecting Indians; (4) organizing and conducting a state/tribal seminar on Arizona's legislative process and the issue of funding; and (5) developing an annual report for presentation to the governor, legislators and tribal leaders. (TES)

ED 297 926 RC 016 743

Enochs, Larry G.
Toward Improving Rural Schools with Implications for the Teaching of Science.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.
PUB DATE- Jul 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Rating; Community Development; Community Support; Educational Quality; Elementary Secondary Education; *Rural Education; *Rural Schools; Rural Urban Differences; Rural Youth; School Community Relationship; *School Effectiveness; School Size; Science Curriculum; *Science Education; Science Instruction; Science Programs; Small Schools; Technical Assistance
IDENTIFIERS- Kansas; *Reform Efforts; *Science Skills
This paper studies the needs and strengths of rural schools with the intent of improving rural science education. It examines the history of rural schools, and posits a rural-to-urban continuum of characteristics, citing studies that indicate rural schools are more effective in some ways than urban schools. The paper looks at needs of rural/small schools and the reasons those needs exist. Included is a list of recommendations by Kansas science teachers for addressing the needs of science educators generally. Also examined are the dynamics of change in rural schools and claims that many reform efforts have failed for lack of community consensus. Planning must be broad-based; technical assistance for implementation must be available to teachers; and change must be supported at the institutional level. Innovative approaches linking schools to their communities are suggested. Funding mechanisms are discussed. Conclusions are then synthesized from several other studies for improving science education in rural schools. Resources from outside the rural community will be needed, but sustained change will require support at the community level. This document includes reference list and tables. (TES)

ED 297 956 SE 049 451

Raizen, Senta A.
Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 51p.
GRANT- OERI-G008690011
AVAILABLE FROM- Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901 ($4.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- High Schools; *Instructional Improvement; *Organizational Effectiveness; *Productivity; *Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods; Technological Advancement

A number of recent policies have tried to improve science learning by increasing the number of science courses required for high school graduation or admission to higher education institutions. But it is highly unlikely that these mandates alone will materially affect the amount and quality of science education for students. Any effort to improve the outcome of science education must carefully consider the effectiveness of the science curriculum. This paper examines options for improving the science curriculum based on research, best extant practices and experience in other countries. Although the word "curriculum" has acquired many different meanings, both in the professional literature and in lay usage, this paper defines curriculum as the intended substantive and pedagogic content of science education to be presented to students in order to develop their knowledge and skills. Alternatives for productivity enhancement are grouped as follows: (1) time; (2) topic and course sequence; (3) curriculum content; and (4) instructional strategies. A summary and discussion are provided. A list of 88 references is included. (CW)

ED 297 987 SE 049 617

Cho, Jung-il
An Investigation of Fifth and Eighth Grade Korean Students' Misconceptions of Photosynthesis.
PUB DATE- 88
NOTE- 294p.; Ph.D. Dissertation, The Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biology; Botany; Comprehension; *Concept Formation; Doctoral Dissertations; Educational Research; Elementary Education; *Elementary School Science; Foreign Countries; Learning Processes; *Logical Thinking; *Misconceptions; *Photosynthesis; Piagetian Theory; Science Education; *Scientific Concepts; Secondary Education; Secondary School Science
IDENTIFIERS- *Korea
Many researchers believe that prior knowledge is the single most important variable influencing learning. Learning in the classroom is determined or affected positively or negatively, to some degree, by the knowledge people bring to the classroom. This study was designed to: (1) assess fifth- and eighth-grade Korean students' misconceptions of concepts related to photosynthesis; and (2) investigate change in students' concept understanding as it related to logical reasoning ability, textbook emphasis and background variables. Results showed that students in both groups had misconceptions of concepts related to photosynthesis--the meaning of making food, the use of light by plants, the functions of plant roots and leaves, photosynthetic products, and requirements of elements. Reductions in misconceptions between grade 5 and grade 8 was on items regarding the use of light by plants, exchange of materials between organisms in a system, knowledge of glucose, protein, fat, and nitrogen, and the skill of reading a graph. Appendices include a concept map of photosynthesis, tests, the questionnaire used, variable labels, correlation matrices, and a comparative achievement analysis. (RT)

ED 298 018 SO 019 023

Kreveson, Margrit B.
Von Steuben and the German Contribution to the American Revolution: A Selective Bibliography.
Library of Congress, Washington, D.C.
PUB DATE- 87
NOTE- 45p.; Some citations appear in German.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Colonial History (United States); Library Catalogs; Library Collections; Resource Materials; *Revolutionary War (United States)
IDENTIFIERS- German Americans; *Germans; Historical Bibliography; Historical Materials; *Von Steuben (Friedrich Wilhelm)
This Library of Congress selected bibliography highlights the efforts of Baron Friedrich Wilhelm von Steuben, other German and German-American military leaders, and the Hessian auxiliary military forces in assisting the American colonies during the Revolutionary War. The booklet is divided into five parts. Part 1 provides historical information about the contributions of Baron von Steuben, Peter Muhlenberg, Johann DeKalb, Nicholas Herkimer, and the Hessian military forces, while parts 2-5 contain 143 bibliographic citations of materials that are included in the Library of Congress collections. These citations represent scholarly works, biographies, and fiction concerning these historical figures and the German-American contributions to the Revolutionary War cause. An author index, Library of Congress call numbers, and pictures of portraits are included. (JHP)

ED 298 032 SO 019 227

Upitis, Rena
A Special Needs Music Community: Color and the Computer.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 8 Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Elementary Education; Elementary School Students; *Exceptional Child Research; Foreign Countries; *Music; Musical Composition; *Severe Disabilities
IDENTIFIERS- *IPAINT; *Ontario; Student Cooperation
The daily use of music in a Kingston, Ontario, Canada, special needs classroom motivates severely neurologically and mentally handicapped students and encourages their communication skills. In a special project, handicapped students use tape recorders with special switches to indicate to nonhandicapped elementary students what music appeals to them. With IPAINT, a computer program, the nonhandicapped students then create a visual pattern of colors to illustrate the music composed by the handicapped students. IPAINT notations increase student ability to understand music and deviate from standard musical notations in the following ways: (1) the music's texture is depicted by color; (2) the visual forms correlated with sound allow the music to be more easily "heard"; (3) interpretation of the notations can vary to create new compositions; and (4) IPAINT musical notations are accessible to all students. In the future, special touch sensitive switches will be attached to the computer and adapted music software provided so that handicapped students can create their own compositions. (DJC)

ED 298 072 SO 019 555

Risinger, C. Frederick
Teaching about Religion in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-88-7
PUB DATE- Aug 88
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Controversial Issues (Course Content); Cultural Awareness; Curriculum Enrichment; Instructional Materials; Religion; *Religious Education; Religious Factors; Secondary Education; Social Studies
IDENTIFIERS- ERIC Digests

Recently, there has been a movement to put religion and its influence on history back into the social studies curriculum. This ERIC Digest discusses: (1) reasons for including religion in the curriculum; (2) how religion is currently treated in the school curriculum; (3) guidelines for teaching religion in the classroom; and (4) resources available to implement in the curriculum. Religion is an active force in today's world, and for students to understand U.S. history and culture and the schisms in Ireland, the Middle East, and Afghanistan, for example, a thorough comprehension of religion is necessary. Citing the Supreme Court decisions written on Engle v. Vitale (1962) and Abington v. Schempp (1963) to support religion as an integral part of the curriculum, teachers, administrators, and schoolboards are cited as barriers in their efforts to avoid controversy within the community. However, if guidelines are established, teaching religion can be included in the curriculum without public outcry. Some guidelines include the study of religion without practicing, imposing viewpoints, or converting to any particular religion and the infusion of accepted methods and materials while providing a balanced understanding of culture, society, and religion. Resources are available to aid teachers in teaching about religion while staying with the U.S. Supreme Court guidelines. An 11-item reference and ERIC resource list is included. (DJC)

ED 298 087 SP 030 466

Private School Teachers' Opinions, 1985-86. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-3358
PUB DATE- Mar 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Individual Development; Interpersonal Competence; *Literacy; *Moral Values; Opinions; *Private Schools; Religious Education; Self Esteem; *Teacher Attitudes

Private school teachers were asked in a survey to rank the following eight goals for students in order according to their importance: (1) basic literacy skills (reading, math, writing, speaking); (2) academic excellence, or mastery of the subject matter of the course; (3) citizenship (understanding institutions and public values); (4) specific occupational skills; (5) good work habits and self-discipline; (6) personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge); (7) human relations skills (cultural understanding, getting along with others); and (8) moral or religious values. Teaching basic literacy skills was considered very important by 48 percent of the respondents, followed closely by moral or religious values (43 percent and personal growth and fulfillment (40 percent). About one-fourth of the teachers ranked good work habits and self-discipline and academic excellence among the two most important goals for students, while 14 percent believed that human relations skills were very important. Only a few teachers considered citizenship and special occupational skills very important, while 46 and 86 percent respectively considered them unimportant. In general, private school teachers had positive attitudes about their schools, administrators, fellow teachers, and students. An explanation of the survey methodology with comments on data reliability is provided, and data from the survey are displayed in seven tables. (JD)

ED 298 137 TM 011 954

Cox, Pat L.; Anderson, Beverly L.
Evaluating a Three-Ring Circus--or, Understanding Complex Change in Complex Circumstances.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Change; Elementary Secondary Education; *Evaluation Methods; *School Districts; *State Programs
IDENTIFIERS- Nonlinear Models
An educational evaluation design based on a non-linear model of change is presented for use in configuring statewide and/or district-wide systems to support schools in which all students learn to think and acquire basic skills and information. Discussed as a concrete example is Connecticut's Common Core of Learning (CCL), which describes what the outcomes for students educated in Connecticut should be in terms of motivation, intellectual curiosity, self-esteem, skills and competencies, and understandings and applications. The CCL represents a departure from common policy practices. Components of the strategy address collaboration and inclusion of all pertinent educators, action based on a shared new vision of the nature of education, reflection upon the whole of the enterprise, evaluation of large-scale and complex improvement efforts, data analysis, and reviews of staffing and costs. The evaluation design has been found to be particularly appropriate after two years of implementation of the improvement effort for determining means to reinvigorate and focus the effort. A comprehensive outline of the method is appended. (TJH)

ED 298 167 TM 012 288

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
PUB DATE- 86
NOTE- 35p.; For related documents, see TM 012 285-287.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Computation; *Educational Objectives; Geometry; *Grade 7; Junior High Schools; Mathematics Achievement; *Mathematics Tests; *Minimum Competency Testing; Number Concepts; Problem Solving; State Programs; *State Standards; Test Construction; Testing Programs; Test Items
IDENTIFIERS- *Texas Educational Assessment of Minimum Skills
Beginning with the 1985-86 school year, the Texas Educational Assessment of Minimum Skills (TEAMS) tests have been based on the objectives provided in this publication for teachers and test development specialists. For grade 7, mathematics objectives include the ability to: (1) convert decimals or percents to equivalents; (2) add and subtract fractions; (3) add, subtract, and multiply decimals; (4) solve two-step word problems with basic operations; (5) solve two-step word problems with decimals; (6) convert measurements within metric or customary systems; (7) identify common geometric terms and figures; (8) find the perimeter of polygons; (9) use charts and graphs to solve word problems; (10) determine the number of possible outcomes for a given situation; and (11) solve one-step equations. Samples are included for each skill area. (SLD)

ED 298 195 UD 026 320

Miller, Ronald C.; And Others
E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Sep 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Athletics; *Compensatory Education; Elementary Education; Mathematics Instruction; Pretests Posttests; Program Effectiveness; *Program Evaluation; Reading Instruction; *Summer Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York (New York)

During Summer 1986, the Division of Special Education of the New York City Board of Education operated a Chapter 1 Summer Program, Reading and Math with Athletics, which served a total of 1,625 students at 13 sites for six weeks. Students received morning instruction: one period per day each in reading, mathematics, and in athletic and recreational activities. The Big Apple Sports Program sponsored the athletic and recreational activities for a 4-week period. In addition, students had one cultural or recreational trip per week. Program personnel incorporated athletic activities into reading and math instruction, and used a holistic, meaning-centered approach to reading instruction. The sports curriculum component and the trips enhanced student motivation to learn reading and math. In reading, over 78 percent of the 1,314 participating students (who took both pretest and posttest) showed a gain of at least two points on the Reading Metropolitan Achievement Test (MAT); the mean gain was 5.3 points. In math, almost 79 percent of the 1,332 participating students showed a gain on the Math MAT of at least two points; the mean gain was 4.4 points. Program staff indicated that they wanted more audio-visual equipment and instructional materials. Recommendations for improving the program are offered. Data are presented on eight tables. (BJV)

ED 298 209 UD 026 342

Odden, Allan
How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.
PUB DATE- Oct 87
NOTE- 21p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Compensatory Education; Economically Disadvantaged; Educationally Disadvantaged; *Educational Quality; Elementary Secondary Education; Federal Aid; *Federal Programs; Federal State Relationship; Program Administration; *Program Development; Program Evaluation; *Program Improvement; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1
This paper reviews the economic and political science literature, and the literature on Chapter 1/Title I in order to identify policy options that retain adequate fiscal accountability as well as insure program quality. Chapter 1 of the Education Consolidation and Improvement Act of 1981 is the successor to Title I of the Elementary and Secondary Education Act of 1965. The current structure of Chapter 1--the law and its accompanying rules and regulations--is adequate for insuring fiscal accountability; the means for implementing this structure at the state and local level are firmly developed and function relatively well. The quality of Chapter 1 programs depends primarily on the quality of curriculum and teaching in local school districts, two areas essentially beyond direct influence by the Federal government. Nevertheless, there are several strategies available to the Federal government for improving Chapter 1 program quality, including the following: (1) requiring all Chapter 1 sites to have a schoolwide education improvement program with Chapter 1 integrated into it; (2) requiring Chapter 1 services to be aligned with the regular educational program so Chapter 1 will help low-achieving students to learn the regular curriculum; (3) conditioning receipt of Chapter 1 funds on schools implementing strategies from the effective teaching and schools research; and (4) providing new funds for states to develop model curriculum guides for a strengthened academic program, a testing program to assess student progress in that program, and supplemental instructional strategies and materials to help educationally disadvantaged students. A list of references is included. (BJV)

ED 298 121 SP 030 553

Commitment to America's Children.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Aug 88
NOTE- 21p.
AVAILABLE FROM- AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Change Strategies; *Educational Change; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Government Role; Higher Education; Minority Group Teachers; *Teacher Education Programs; Teacher Motivation; *Teacher Recruitment; Teaching (Occupation)

This treatise on teacher education includes priorities for higher education and agendas for the next president and Congress, governors and state legislators. A discussion is included on priorities for reform in teacher education. Progress in campus-based teacher education programs is noted in the areas of raising academic standards, applying research-based information about effective teaching, recruiting able students into teaching, and strengthening the accreditation process for teacher education programs. (JD)

ED 298 182 TM 012 352

Higbee, Jeanne L.; Dwinell, Patricia L.
A Developmental Inventory of Sources of Stress.
PUB DATE- Mar 88
NOTE- 39p.; Paper presented at the Annual Conference of the American College Personnel Association (Phoenix, AZ, March 27-30, 1988). For a related document, see TM 012 351.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Evaluation Methods; Higher Education; *High Risk Students; Psychological Patterns; Psychometrics; *Screening Tests; Stress Management; *Stress Variables; Time Management
IDENTIFIERS- *Developmental Inventory of Sources of Stress
The Developmental Inventory of Sources of Stress (DISS) is an instructional tool designed to assist counselors, advisors, and faculty in reducing stress among college students (specifically, high risk college freshmen, although it can be utilized effectively with any college student population). The instrument focuses on sources of stress over which students can exert control, as opposed to life experiences (e.g., death of a parent) over which they have no control. The DISS consists of five scales: (1) Time Management; (2) Physical Stressors; (3) Chemical Stressors; (4) Academic; and (5) Interaction. Results of a test-retest study of the test's reliability among freshmen at a large public southeastern university and group means for freshmen at the University of Georgia are presented. There was considerable interaction among variables serving as sources of stress. Efficient time management may have a large impact on life-style and academic performance. A copy of the DISS is attached. (SLD)

UD

ED 297 899 RC 016 649

Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE- Mar 88
NOTE- 294p.; Contains photographs that may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *American Indian Education; Educational Facilities; *Educational Planning; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; *Federal Indian Relationship; Federal Programs; *Policy Formation; Program Costs; *School Effectiveness; Scores
IDENTIFIERS- Arizona; *Bureau of Indian Affairs Schools; Navajo (Nation); New Mexico; North Dakota; South Dakota

This "final review draft" report provides an overview of the Bureau of Indian Affairs (BIA) elementary and secondary school system, and focuses on broad policy questions affecting the entire system. Part I outlines the history of Indian education and describes the state of BIA education today, including enrollment trends, descriptions of facilities, teachers, curriculum, and extracurricular activities at 28 selected schools, statistical breakdowns of student performance in 1986 on nationally standardized tests, funding and budget figures, and family background and high school performance of Indian students. Part II addresses the long-range future of BIA education, and raises some basic policy options concerning the management of BIA school facilities and the exercise of BIA educational leadership. The merits of these options depend in part on developing consensus as to the desired future of the BIA school program. Part III reviews recent research into the characteristics of effective schools, and suggests policy options that would apply the results of this research to BIA schools to improve the quality of teaching, curricula, and special programs. The final chapter proposes 15 short-term goals for revitalizing Indian education, goals which can serve as topics for tribal, public, and bureau discussions. The report includes 90 data tables and 46 references. A statement from the National Advisory Council on Indian Education, which cautions that reported Indian student test scores included special education students whereas reported non-Indian student test

ED 297 941 SE 049 231

Niebe, James H.
Teaching Elementary Mathematics in a Technological Age.
REPORT NO.- ISBN-0-89787-520-6
PUB DATE- 88
NOTE- 453p.; Some figures and drawings may not reproduce well.
AVAILABLE FROM- Gorsuch Scarisbrick Publishers, 8233 Via Paseo del Norte, Suite F-400, Scottsdale, AZ 85258 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Calculators; Computation; Computer Oriented Programs; Elementary Education; *Elementary School Mathematics; Mathematics Education; *Mathematics Instruction; Number Concepts; *Problem Solving; *Teacher Education; *Teaching Methods

This book is based on the underlying philosophy that mathematics learning at the elementary level should be active. Children should learn through meaningful hands-on activities with manipulative materials, pictures and technology. More than 400 pupil activities and suggestions for designing more activities are described. Because mathematics is to be used in real world problem solving, mental arithmetic, estimation and the ability to use technology, the technological activities presented include the use of: (1) calculators for developing understanding of mathematics; (2) programming activities for developing mathematical understandings; (3) application programs such as spread sheets and data base programs for problem solving; (4) calculators and computers in problem solving activities; and (5) tape recorders, overhead projectors, and other devices in the classroom. Standard topics such as whole number computation, fractions, measurement and geometry are also considered. (PK)

ED 297 973 SE 049 474

Hayden, Harvey; And Others
Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
Central Wisconsin Environmental Station, Stevens Point.; Wisconsin Association for Environmental Education.; Wisconsin Univ., Stevens Point.
PUB DATE- 87
NOTE- 104p.; For related documents, see SE 049 471-473.
AVAILABLE FROM- Central Wisconsin Environmental Station, 7290 County MM, Amherst Junction, WI 54407 ($5.00, 10% discount for 4 or more).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Objectives; *Environmental Education; High Schools; *Instructional Materials; *Resource Units; *Science Activities; Science and Society; Science Education; Secondary Education; *Secondary School Science; Teaching Guides
To some educators, infusing environmental education into different subject areas at different levels may seem like an insurmountable task. This handbook was developed to take the guesswork out of this process and alleviate the fear and confusion that may result. It was designed to assist with infusing skill, participation and attitude activities into the classroom, correlate widely used curriculum supplements with the objectives and principles in the Wisconsin Department of Public Instruction's environmental education guide, and simplify the infusion process using proven and effective activities. Activities are categorized by subject areas, grade levels, environmental education objectives, and ecological principles. Major resources coordinated in this volume include: (1) "Project Learning Tree"; (2) "Project WILD"; (3) "Living Lightly on the Planet"; (4) "Investigating and Evaluating Environmental Issues and Action Skill Development Modules"; and (5) "The CLASS Project." The "Fundamental Environmental Principles" are enumerated. Appendices include a "Grades 10-12 Appendix" and environmental education resources. (CW)

ED 298 002 SE 049 658

Shute, Valerie; And Others
Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *College Instruction; *Computer Assisted Instruction; Computer Uses in Education; *Economics Education; Higher Education; Learning Strategies; *Programed Instructional Materials; *Programed Tutoring; Teaching Methods; *Undergraduate Study

This paper describes the results of a study done as part of a research program investigating the use of computer-based laboratories to support self-paced discovery learning in related to microeconomics, electricity, and light refraction. Program objectives include maximizing the laboratories' effectiveness in helping students learn content knowledge, as well as identifying and coaching effective inference and discovery behaviors. This study, using the microeconomics discovery laboratory, demonstrates that computer-based laboratories can help students learn targeted concepts. In addition, the study identifies inductive reasoning strategies used in the microeconomics discovery program by first-year university students, and compares the strategies of more and less successful learners. Included are 34 references, 15 figures including examples of screen displays from the "Smithtown" tutoring system, and tables giving summary statistics, subjects' scores, and an outline of learning indicators. (Author/CW)

ED 298 104 SP 030 520

Report to the Legislature on the Teacher Assistance Program. (Chapter 507, Laws of 1987).
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jan 88
NOTE- 40p.
AVAILABLE FROM- Judy Hartmann, Administrative Assistant for Governmental Liaison, Old Capitol Building, FB-11, Olympia, WA 98504.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Elementary Secondary Education; Interpersonal Relationship; Mentors; *Program Evaluation; *State Programs; Teacher Attitudes; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Washington

The Beginning Teacher Assistance Program (BTAP) was established by the Washington Legislature in 1985. The primary intent of the program is to provide assistance to first-year teachers who often need support and guidance from more experienced colleagues. This report to the legislature describes the results for school year 1986-87. In order to evaluate the degree to which the program was successful, survey instruments were designed for administration to a sample of beginning teachers, mentors, and principals in the buildings where beginners were assigned. A summary of findings is presented as well as changes made in current BTAP based on data obtained from the evaluation questionnaires. Recommendations are made. Included in the appendices is a summary of survey responses regarding: (1) demographic information; (2) the BTAP beginner and mentor relationship; (3) BTAP beginners' competencies; (4) responses of principals; and (5) participants' written comments. Also appended are BTAP rules, listings of participating school districts, and topics covered in the BTAP training sessions. (JD)

ED 298 152 TM 012 245

Hanna, Gerald S.; Cashin, William E.
Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Sep 87
NOTE- 7p.
AVAILABLE FROM- Center for Faculty Evaluation and Development, Division of Continuing Education, Kansas State University, Manhattan, KS 66506 (PC $1.00, 25-99 copies $0.20 each, 100 or more $0.15 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; College Curriculum; Curriculum Development; Educational Development; *Educational Objectives; *Grading; Higher Education; *Individual Differences; *Instructional Design; Mastery Learning; *Scoring; *Testing; Test Interpretation
IDENTIFIERS- Test Appropriateness

During the past two decades, there have been several highly visible developments in education, including behavioral objectives, criterion-referenced test interpretations, the mastery model in instruction, performance-based instructional programs, competency testing, and accountability. This paper is an attempt to weave these various developments into a meaningful model of interrelationships and to explore the implications of that model in terms of teaching, testing, and grading. Major topics covered include: manifestations of individual differences, types of subject matter content, types of instruction, types of instructional objectives (behavioral minimal essential objectives and mentalistic developmental objectives), types of tests, types of test interpretations, and types of test scores. Juxtaposed to these topics, in a matrix format, are model tracks conceptualizing the following: (1) entire content of a small, closed domain that is readily specified in behavioral terms and content that is vital and masterable; (2) task readily specified in behavioral terms, but incapable of mastery or not important enough to merit mastery; and (3) content of large and/or open domain that cannot be specified in detail or mastered but can be illustrated in behavioral terms. The model is provided to enable practitioners to make decisions concerning which parts of a specific course fit the teaching, testing, and grading models of the three tracks. (TJH)

ED 298 057 SO 019 286

Levstik, Linda S.
Conceptual Development in Social Studies.
PUB DATE- 30 Mar 88
NOTE- 23p.; Paper presented at the Conference of the Association of American Publishers (Palm Beach, FL, March 29-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Cognitive Structures; *Concept Formation; Concept Teaching; Elementary Education; Fundamental Concepts; Learning Processes; *Learning Readiness; *Social Studies
This paper examines research studies that have concluded that elementary school children can learn more difficult and abstract social studies concepts than are taught in the traditional social studies curriculum. Research studies that focus on constraints on cognition, the use of embedded concepts, and understanding knowledge restructuring and acquisition and learning frameworks are cited in order to emphasize that if early learning does not occur, the optimum teaching opportunity for some concepts may pass, creating situations in which it becomes difficult for students to learn new ideas or to think critically about old ones. Specific social studies concepts that research indicates children may be ready to learn are presented under the topics of: (1) social perspectives; (2) civic understanding; (3) time and space; and (4) economic understandings. A 37-item bibliography is included. (JHP)

ED 298 122 SP 030 554

Berliner, David C.
The Development of Expertise in Pedagogy.
American Association of Colleges for Teacher Education, Washington, D.C.
REPORT NO.- ISBN-0-89333-053-1
PUB DATE- Feb 88
NOTE- 35p.; Charles W. Hunt Memorial Lecture presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).
AVAILABLE FROM- AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Developmental Stages; Elementary Secondary Education; Higher Education; Policy Formation; Preservice Teacher Education; *Skill Development; *Teacher Characteristics; *Teacher Education Programs; Teacher Effectiveness; Teacher Evaluation

In this discussion on the development of expertise in teaching, a theory of skill learning is first presented. The characteristics of five stages of skill development in teachers are described: (1) novice; (2) advanced beginner; (3) competent teacher; (4) proficient teacher; and (5) expert teacher. A review of data collected by studies on the subject of teaching expertise points out differences between the novice and the expert teacher in the areas of: (1) interpreting classroom phenomena; (2) discerning the importance of events, (3) using routines; (4) predicting classroom phenomena; (5) judging typical and atypical events; and (6) evaluating performance: responsibility and emotions. The discussion of policy considerations for teacher educators, based upon this developmental theory of skill acquisition, is aimed at helping novices become proficient in classroom techniques while evaluating them in ways appropriate for their developmental level. (JD)

ED 298 223 UD 026 357

Claus, Richard N.; Quisper, Barry E.
State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Apr 88
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; *Compensatory Education; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Hispanic Americans; Laotians; Mathematics Instruction; *Migrant Children; Migrant Education; *Minority Groups; Program Evaluation; *Program Implementation; *Program Improvement; Reading Programs; Secondary School Students; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Michigan (Saginaw); Saginaw City School System MI
The State Bilingual Education program, the Local Bilingual program, and the Migrant Education program are designed to meet the needs of bilingual and migrant students in the School District of the City of Saginaw, Michigan. Instruction consisted primarily of one hour of supplemental reading and mathematics. Students in grades 7-12 also received counseling and support services. The vast majority of the students were Hispanic, with a small number of Laotians completing the program population. In view of the fact that the program populations overlapped a great deal, the staff serving the students were the same, and all materials and activities were shared by all of the programs. A process evaluation, involving monitoring the program throughout the year, was conducted to determine if the program is being implemented as planned. Another goal of the evaluation was to identify the strengths and weaknesses that influenced the programs' outcomes. A set of questionnaires was sent to all participating staff and building principals concerning the following: (1) programming and instructional management; (2) communication; (3) pupil selection: and (4) miscellaneous. The program evaluator reviewed the responses and summarized them into a list of program strengths and weaknesses, and made recommendations for improvement. Information on the identification and eligibility procedures for program participants, copies of the survey questionnaires, and the results of the survey are included in three appendices. (FMW)

ED 298 236 UD 026 372

Judge, Walter W.

Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.

Florida A and M Univ., Tallahassee.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 80
NOTE- 172p.; Some tables contain marginally legible print. Best copy available.
GRANT- NIE-G-77-0021
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Teachers; *Cross Cultural Training; Cultural Awareness; Educational Research; Higher Education; Minority Group Teachers; *Preservice Teacher Education; *Student Needs; *Student Teacher Attitudes; *Student Teachers; *Teacher Education Curriculum
IDENTIFIERS- Florida

Student teachers in Florida A & M University's Teacher Preparation Program were aware of their need for additional training in working with diverse ethnic groups. A survey consisting of 30 questions relating to self-assessment, assessment of on-campus training, assessment of student teaching experience, and need for further training in that specific area, was administered to 440 black and 36 white student teachers during the 1978-79 and 1979-80 academic years. In addition, students participating during the winter 1979 and spring 1980 quarters also responded to another instrument, the Assessment of Multiethnic Attitude. Data were analyzed by quarter, and compared with the findings of the 1978-79 study. Findings included the following: (1) 49 percent indicated a need for more training in working with diverse ethnic groups; (2) responses from whites and blacks differed very little; and (3) there appears to be a close relationship between the respondents' perception of their ability to deal with situations involving ethnicity, and their backgrounds and experiences as they relate to ethnic diversity. Statistical data are included in 30 tables. A two-page list of references and a copy of the survey instrument are included in the appendices. (FMW)

ED 297 927 RC 016 746

Young, Malcolm B.; and Others
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
Development Associates, Inc., Arlington, Va.; Research Triangle Inst., Research Triangle Park, N.C.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 88
NOTE- 110p.; For related document, see RC 016 747.
CONTRACT- 300-85-0175
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *American Indian Education; American Indian Languages; Aptitude Tests; Bilingual Education; *Elementary Education; English (Second Language); Ethnic Groups; Evaluation; Language Dominance; Language Proficiency; *Language Skills; *Limited English Speaking; Longitudinal Studies; Mathematics Education; *Mathematics Skills; Native Speakers; Public Schools; Rural Education; Tests
IDENTIFIERS- Bureau of Indian Affairs Schools; Tribally Controlled Schools

This report describes results of a study of academic performance by American Indian elementary school students with limited-English proficiency (LEP). The study was designed to complement the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited-English-Proficient Students, which was also conducted for the Department of Education, but which did not include Native American students. This report summarizes the results of the second year of the two-year study of performance of LEP American Indian students. It includes results of two years of on-site data collection in a sample of eight projects visited. Schools visited include public schools, tribally controlled schools, and one school controlled by the federal Bureau of Indian Affairs. Researchers assessed the extent to which Indian languages and English are used at home and during school. Overall, the students participating in the study scored substantially below the national average on standardized achievement tests in mathematics and English. Indian students scored lower on math subtests than did students in the main LEP study, even though their English oral proficiency ratings were higher. Several variables are examined but the report suggests Indian students' low test scores are largely due to lack of exposure to English and lack of home support for educational achievement. A final section examines the implications and areas for further study. Graphs, tables and references are included. There is a glossary and appendixes describing the study's design, methodology, data, and the "technical advisory panel members." (Author/TES)

ED 297 957 SE 049 452

Gentry, Darrell L.; Kennedy, Robert L.
How To Convert Units of Length from the Customary System to the Metric System and Back.
PUB DATE- May 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algorithms; *Elementary School Mathematics; Elementary Secondary Education; Fractions; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Measurement; *Metric System; Multiplication; *Secondary School Mathematics
After an introduction including a brief history of measurement, conversion of units within the customary system, within the metric system, and from customary to metric and vice versa are discussed. A fraction/multiplication system is introduced to teach correct alignment of units of measurement and to direct proper multiplication and division of conversion factors. A number of solved examples are given, as well as several problems to be solved by the reader. It is suggested that successful completion of the problems should increase confidence in the student's ability to convert between measurement systems. (Author/PK)

ED 298 019 SO 019 107

Boyce, Mary
Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.
Indiana Univ., Bloomington. Asian Studies Research Inst.
SPONS. AGENCY- Association for Asian Studies, Ann Arbor, Mich.
PUB DATE- 77
NOTE- 37p.; For related document, see SO 019 196.
AVAILABLE FROM- Research Institute for Inner Asian Studies, Indiana University, Goodbody Hall 334, Bloomington, IN 47405 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ancient History; Christianity; Dogmatism; Higher Education; Hymns; Instructional Materials; Judaism; *Linguistics; *Middle Eastern History; *Religion; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- India; Iran; Persia; *Religious Practices; *Zoroastrianism
Some modern scholars of Zoroastrianism, a faith still practiced in Iran and India today, are convinced that the doctrines of post-exilic Judaism and Christianity concerning monotheism, righteousness, and the final judgment and resurrection have roots in this ancient religion. Beginning with Martin Haug, a 19th centurey German philologist, the prevailing theory has been that Zoroastrianism was rooted in a strict monotheism, an idea that evolved from his study of the Avesta (the Zoroastric sacred book) and the Gathas (the 17 hymns) as he erroneously claimed that the Hostile Spirit, representing evil, and the Holy Immortals, created by God to aid in his battles against evil on earth, were later added by followers to Zoroaster's teaching of monotheism. Haug's theory, unquestioningly accepted by later scholars, only adds to the confusion surrounding the actual tenets of the faith. Due to centuries of oppression of the Zoroastrians, known as the Zardushtis in Iran and the Parsis in India, the priests have only recently begun to cooperate with scholars, to produce their prayers and rituals in written form, and to publish other manuscripts that enable researchers to comprehend Zoroastrian dogma. Additionally, through the linguistic study of ancient Persian dialects, in which are written the Avesta, the Gathas, and the Pahlavi literature, the translations of Vedic and Pahlavi (Middle Persian) are revealing the true teachings of Zoroaster which are based on: (1) God as the supreme being; (2) the ardent pursuit of righteousness; and (3) a final judgment and resurrection. The document concludes with a 20-item bibliography. (DJC)

ED 298 033 SO 019 230

Spencer, Melody, Ed.; Hersh, Leonard R., Ed.
GATEWAYS Music Curriculum for Musically Talented Children. Report #367.
Horseheads Central School District 1, N.Y.
PUB DATE- 82
NOTE- 77p.; Most of the document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Course Objectives; Elementary Education; *Gifted; Learning Modules; *Music; Music Activities; *Music Education; Program Content; Program Design; Resource Units; *Talent; Units of Study
IDENTIFIERS- *Enrichment Triad Model; *New York (Horseheads); Renzulli (Joseph)
Designed to challenge the special abilities of musically talented and gifted elementary level students, this Gateways music curriculum guide presents enrichment programs that enhance, rather than supplant, the regular music program. Part 1 describes this program's philosophy, which is based upon Joseph Renzulli's Enrichment Triad Model which suggests that the curriculum be designed to include: (1) general exploratory activities; (2) group training activities; and (3) individual and small group investigations. Part 2 describes Gateways music curriculum guidelines in terms of: (1) the program goal; (2) course goals; (3) the curriculum; (4) content areas; (5) primary and intermediate grade levels; and (6) learning activities based on Renzulli's program categories. Part 3 provides specific curriculum suggestions for music learning modules that have been determined by a combination of content areas, primary or intermediate grade levels, and Renzulli category. Content areas include rhythm, melody, harmony, vocal and instrumental music, music appreciation, music history, and musical symbols. The modules contain specific lesson suggestions that feature: (1) a content area; (2) learning objectives; (3) required materials; and (4) learning activities and procedures. A student progress report form is included. (JHP)

ED 298 045 SO 019 250

Rutkowski, Edward, Ed.
Papers and Proceedings of the Midwest History of Education Society Annual Meeting (16th, Chicago, Illinois, October 24-25, 1980).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 81
NOTE- 201p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Alcohol Education; Catholic Schools; *Educational Facilities Planning; *Educational History; Educational Philosophy; Educational Principles; Experimental Colleges; Football; *Government School Relationship; Higher Education; High School Students; Parent Background; Politics; Social Theories; Socioeconomic Status; Universities
The papers in this document present three themes: history of higher education; educational thought; and education and reform. "The University of Illinois' Long Search for a Permanent Campus in Chicago, 1946-1963: The Relationship between the Politics of Influence and the Conflicting Images of an Urban University" (G. A. Sprague) begins part 1 and describes the university's site selection, the mission of the Chicago branch, the concerns from other universities, and the lack of political support. "Between Two Worlds: The Residential College at the University of Michigan" (M. C. Hathaway) presents the four periods of the Residential College's history. "Maroon Farewell: The Abolition of Intercollegiate Football at the University of Chicago" (S. S. Cohen) tells of the team's final games and the press coverage of its demise. Part 2 begins with "William Rainey Harper: Christian Individualism and the University of Chicago" (D. B. Owen) which tries to uncover Harper's philosophy and how he applied it to the University. "Deschooling Revisited: An Examination of Ivan Illich's Social Thought" (T. Reagan) distinguishes between the medieval ideal of human society and New Liberalism and examines how Illich's social theory reflected the ideal in his critique of schooling. "John Lancaster Spalding: The Horace Mann of Catholic Education" (R. N. Barger) describes Spalding's involvement in establishing Illinois' parochial schools, the Catholic Educational Exhibit, the Baltimore Cathecism, The Catholic University of America, and the Institute of Pedagogy. Part 3 begins with "The WCTU and Education: Canadian-American Illustrations" (N. M. Sheehan) that describes the American Women's Christian Temperance Union's public school arm, the Department of Scientific Temperance Instruction, and compares its efforts to include the teaching of temperance through textbooks, and its ultimate failure, to similar efforts in Canada. "The Matter of Means: The Campaign and Election for the New York Free Academy, 1846-1847" (J. Mirel) describes the political controversy over the establishment of the Free Academy. "A Note on the Occupational Backgrounds of Public High School Students Prior to 1940" (D. L. Angus) reviews the 19th and early 20th century literature written about parental occupations. The conference program, business meeting's minutes, and attendance are included. (DJC)

ED 298 073 SO 019 556

Heath, Phillip A.
Science/Technology/Society in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-88-8
PUB DATE- Sep 88
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Citizenship Education; Civics; Critical Thinking; Curriculum Enrichment; Elementary Secondary Education; *Public Affairs Education; *Science and Society; *Social Studies; Technological Literacy
IDENTIFIERS- ERIC Digests

The current trend to include the relationships of science and technology to human societies in the social studies curriculum is the focus of this ERIC Digest. The Digest discusses: (1) major themes in education on science/technology/society (STS); (2) the rationale for emphasizing STS in the social studies; and (3) how to include STS in the curriculum. The major themes of STS suggest the compatability of STS with social studies and include worldwide issues such as nuclear power, genetic engineering, and unchecked population growth. Critical thinking skills for making rational decisions about these issues are described as are participation skills in civic action projects. The rationale for the inclusion of STS in the curriculum stresses the need to develop capabilities of synthesizing and applying knowledge from many academic disciplines. STS can be incorporated into the social studies curriculum by infusion into an existing history, geography, or civics course, extending an existing unit of study to include an activity based on a STS issue, or creating a separate course of study that focuses on current social problems and issues. A 10-item reference and ERIC resources list is included. (DJC)

ED 298 088 SP 030 467

Private School Teachers: Education and Training, 1985-86. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-341B
PUB DATE- Mar 87
NOTE- 14p.; The study on which these data are based was conducted under contract by Westat, Inc.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Degrees (Academic); Elementary Secondary Education; *Intellectual Disciplines; *Private Schools; Teacher Background; *Teacher Characteristics; Teaching Experience

Data are reported on the characteristics of private school teachers, including: gender, years of experience, teaching status, academic degrees, undergraduate majors, types and purposes of additional training, and teaching fields. The data are organized on the basis of selected school and teacher characteristics. The data are displayed in eight tables. The discussion of the data is brief (3 pages) and is organized under the headings: "Academic Degrees and Major Field of Undergraduate Degree," "Additional Training", "Education in Areas Taught," and "Survey Methodology and Data Reliability". (JD)

ED 298 168 TM 012 293

Reichaan, Susan L.
Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; Federal Aid; *Federal Programs; *Limited English Speaking; *Program Evaluation; *Technical Assistance
IDENTIFIERS- *Elementary Secondary Education Act Title VII; *Evaluation Assistance Center (East); Service Delivery Assessment
The functions of the Evaluation Assistance Center-East (EAC-E), funded under Title VII of the Elementary Secondary Education Act are described. The EAC-E focuses on providing technical assistance (TA) to state and local educational agencies related to the evaluation of bilingual education programs. How TA is provided with regard to improving evaluation practices, service techniques that work, limitations to the provision of TA, and ways in which TA systems might become more effective are discussed. Premises under which the EAC-E operates include: (1) that services should be proactive as well as reactive; (2) that services should be closely coordinated with each state agency and other service providers in the region; (3) that TA must be feasible rather than merely theoretical; and (4) that a variety of techniques for providing TA are appropriate. These techniques include: (1) conference presentations; (2) workshop training sessions; (3) on-site visits to clients; (4) telephone and written communications; and (5) development and use of print materials. The overall quality of services provided to the limited-English proficient student can be improved by evaluation TA. (SLD)

ED 298 196 UD 026 326

Students at Risk. Programs and Practices.
Dade County Public Schools, Miami, Fla.
PUB DATE- May 88
NOTE- 70p.; Additional support for the production of this publication was provided by Citicorp Florida.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Career Guidance; Community Programs; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Early Parenthood; Elementary Secondary Education; *High Risk Students; Nontraditional Education; Suicide; Vocational Education
IDENTIFIERS- *Dade County Public Schools FL

This resource guide provides information on programs that serve at risk students in the Dade County (Florida) Public Schools. For each program the following information is provided: (1) description; (2) number of schools served; (3) number of students served; and (4) budget. The following types of programs are included: (1) dropout retrieval; (2) basic skills programs; (3) guidance services; (4) career development; (5) alternative education, including in-school alternative programs, opportunity school programs, and educational alternative outreach programs; (6) vocational/adult/community education; (7) exceptional student education; (8) community based organizations; (9) community participation; (10) dropout prevention programs; (11) substance education programs; (12) teenage pregnancy/suicide prevention; (13) expulsion investigations/alternative education assignments; and (14) future programs. An appendix provides a dropout profile for students from grades 4 to 12. (BJV)

ED 297 914 RC 016 705

Berman, Matthew; Foster, Karen Pyle
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
PUB DATE- 25 Apr 86
NOTE- 43p.; This report was prepared for the Alaska Federation of Natives.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; Economically Disadvantaged; Ethnic Groups; *Federal Programs; *Land Acquisition; *Legislation; Low Income; Ownership; Poverty; *Poverty Programs; Problems; Public Policy; Rural American Indians; Welfare Services
IDENTIFIERS- Alaska; *Alaska Native Claims Settlement Act 1972
The Alaska Native Claims Settlement Act (ANCSA) distributed 44 million acres of land and nearly $1 billion to Alaska Natives. The land and equity is currently being held by 12 regional corporations and 150 village corporations formed by the act. Native shareholders, however, will be free to sell their stock in these corporations for the first time on Dec. 31, 1991. This report addresses the magnitude of the potential problem posed for Native Alaskans receiving public assistance, should they exercise this option, noting that as many as 40 percent of low-income Native stockholders will be inclined to sell their stock since owning stock in the corporations could make them ineligible for public assistance programs. Relying primarily on data from public service agencies, the report discusses state and federal assistance programs for low-income Alaskans and outlines eligibility criteria for each, paying attention to assets that might affect Native corporation stockholders. Data on recent enrollments and trends in public assistance among Native Alaskans are examined. It was found that poverty among Alaska Natives continues to be widespread, and that almost all rural Alaskans receiving public assistance in early 1986 were Natives. It is concluded that the sale of 40 percent of the stock would have the effect of dissipating the benefits for Native Alaskans of the ANCSA, not only for those who sell, but possibly for all Natives. Eleven tables and a list of references are included. Two appendixes provide data on financial eligibility criteria for Alaska public assistance programs and on families below poverty level with and without public assistance income, native/non-native by census area, 1979. (TES)

ED 297 942 SE 049 236

Atoms to Electricity.
Department of Energy, Washington, DC. Nuclear Energy Office.
REPORT NO.- DOE/NE-0085
PUB DATE- Nov 87
NOTE- 94p.; Photographs and drawings may not reproduce well. For previous edition, see ED 257 674.
AVAILABLE FROM- Energy-DOE, P.O. Box 62, Oak Ridge, TN 37831 (single copies free, while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Economics; *Electricity; Energy Education; Foreign Countries; *Hazardous Materials; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Technology; *Waste Disposal; Wastes
IDENTIFIERS- *Nuclear Reactors; Nuclear Wastes

This booklet explains the basic technology of nuclear fission power reactors, the nuclear fuel cycle, and role of nuclear energy as one of the domestic energy resources being developed to meet the national energy demand. Major topic areas discussed include: (1) "The Role of Nuclear Power"; (2) "The Role of Electricity"; (3) Generating Electricity with the Atom"; (4) "Nuclear Power and Radiation"; (5) "Types of Nuclear Reactors (boiling-water, pressurized-water, and high temperature gas-cooled reactors)"; (6) "Breeder Reactors"; (7) "Nuclear Fuel-mining to Reactor"; (8) "Nuclear Fuel-reactor to Waste Disposal"; (9) "Transporting Radioactive Materials"; (10) "The Economics of Nuclear Power"; (11) "Nuclear Electricity in Other Countries"; and (12) a conclusion. Lists are included for selected books, reports, articles and pamphlets, films, and illustrations, and a glossary of related terms. (RT)

ED 297 988 SE 049 618

Merrill, William L.
Applications of Pascal's Triangle for Middle School Students.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Computer Simulation; Computer Uses in Education; *Elementary School Mathematics; *Enrichment Activities; Junior High Schools; *Manipulative Materials; Mathematics Education; *Mathematics Instruction; Middle Schools; *Probability; Problem Solving; *Puzzles; Secondary School Mathematics
This unit is designed to acquaint middle school students with Pascal's Triangle. The unit is intended to be completed in small groups with a minimum of teacher direction. Students complete the activities by using manipulatives, calculators and computers and then report the results to the teacher and the class. The activities include: (1) patterns and puzzles with colored rods; (2) "random" walks with a street map; (3) coin toss investigation; (4) explorations with subsets; (5) explanation of Pascal's Triangle; (6) probability with dice; and (8) extensions on some of the activities. Teacher's notes, with answers, and a reference list accompany the unit. (PK)

ED 298 105 SP 030 523

Enz, Billie; And Others
Arizona Teacher Residency Project.
PUB DATE- Jun 88
NOTE- 16p.; Paper presented at the Association of Teacher Educators Leadership Academy on Planning and Implementing Induction and Beginning Teacher Support Programs (Providence, RI, June 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Methods; Inservice Teacher Education; *Instructional Improvement; *Mentors; Observation; *Teacher Evaluation; *Training Methods
IDENTIFIERS- *Beginning Teacher Induction
The Arizona Teacher Residency Project combines in partnership the Center for Educational Development, the College of Education at Northern Arizona University, and more than 60 school districts throughout the state. With the common goal of promoting excellence in education by bringing the art and science of teaching to the conscious level, three geographically separate projects train "mentor" and "resident" teachers to use an instrument which assesses 30 teaching competencies. Resident teachers are in the first, second, or third year of teaching. Both mentor and residents receive 16 hours of training in the skills of observation, scripting, and analysis of classroom performance. Mentor teachers are also taught coaching and conferencing techniques, and each mentor works with a resident to develop an instructional improvement plan. The project's research agenda is three-fold: (1) mentors and residents evaluate the training and the mentoring process, providing feedback for further refinement of the projects; (2) observation data provide feedback to teacher training programs, enabling programs to assess the effectiveness of their preservice training; and (3) analysis of observational data for each participating school district is summarized and returned to the district, enabling districts to identify specific staff development needs. Instruments for evaluating teaching plans and materials, classroom procedures, and interpersonal skills are included. (Author/JD)

ED 298 138 TM 012 018

Kennedy, Robert L.
Statistical Methodology Content Analysis of Selected Educational Research Journals.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Content Analysis; *Educational Research; Literature Reviews; *Meta Analysis; *Periodicals; *Research Methodology; Statistical Analysis; *Statistical Inference; Teacher Education
Sixty-seven educational research journals were investigated to determine the frequency of usage of inferential statistical techniques therein. The most frequently used statistical methodologies in the literature reviewed, which utilized inferential approaches, are the following: analysis of variance, correlation, t-test, multiple analysis of variance, multiple regression, chi square, post-hoc multiple comparisons, analysis of covariance, factor analysis, discriminant analysis, log-linear analysis, and path analysis. For the research instructor concerned about discussing the currently applied methodologies in educational research and statistics classes, these techniques merit consideration. While this list is certainly not definitive, the related literature supports a focus on at least the first few methods in the list. (Author)

ED 298 183 UD 025 071

Low Achieving Schools Assessment. Year Two Bronson Settlement.
Cincinnati Public Schools, Ohio.
PUB DATE- Aug 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; *Black Students; Compliance (Legal); Elementary Education; *Low Achievement; Parent Attitudes; Program Effectiveness; School Desegregation; *School Effectiveness; Urban Education
IDENTIFIERS- *Cincinnati Public Schools OH; *Project LAST

This document reports on an evaluation of the second year of the Cincinnati Public Schools' Lowest Achieving Schools, Temporarily (LAST) Program, which provides financial assistance to seven of the lowest academically ranked schools in the district. This program was one of the results of the Bronson desegregation suit and all of the schools in the LAST program are predominantly black, though racial composition was not a selection criterion. The report describes the program's background, outlines goals, presents results of the California Achievement Test and parent and principal surveys, provides attendance data, discusses findings, and presents recommendations. Each individual school was evaluated on its own academic merits; therefore no generalized conclusions of success/failure could be made--some schools achieved success and others struggled to maintain the status quo. Four of the schools exhibited relatively high reading scores, while five were high in mathematics. All LAST schools either maintained or improved attendance. Staff, parent, and community perceptions of the program are generally positive. Appendices include the evaluator's resume, the program budget, monthly progress reports for LAST schools, a report on settlement factors at low-achieving schools, and selected survey items and summary of responses by parents of students in low achieving schools on 1983-1985 surveys. (KH)

ED 298 210 UD 026 343

Glenn, Charles
The Next Steps in Urban Education.
PUB DATE- Oct 87
NOTE- 12p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Compensatory Education; Educationally Disadvantaged; *Educational Quality; Elementary Secondary Education; Federal Aid; *Federal Programs; Federal State Relationship; Program Administration; *Program Development; Program Evaluation; *Program Improvement; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1
In order to improve desegregation of the elementary schools, and the low achievement level of elementary schools with high concentrations of poor and minority students, the Massachusetts Board of Education placed a coordinated approach to improving urban schools first among its objectives. The following educational objectives were set for each school: (1) strengthening overall educational leadership; (2) identifying student strengths and needs, and providing programs and services to meet them; and (3) enabling school staff to acquire additional skills to manage and make coordinated, effective use of local, state, and Federal resources. Lessons from Massachusetts' desegregation efforts and from compensatory programs are discussed. Efforts to improve education should be focused on the school, not the school system or the student. The development of a coordinated strategy to improve education is outlined, and the state-level actions necessary for implementing such a strategy are identified. A brief list of references is included. (BJV)

ED 297 900 RC 016 651

Employment Programs for Rural Women.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 85
NOTE- 40p.; Appendix 4 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Demonstration Programs; Economically Disadvantaged; Economic Development; *Employed Women; Equal Opportunities (Jobs); High School Equivalency Programs; *Job Development; Job Placement; *Job Training; Outreach Programs; Postsecondary Education; *Program Descriptions; *Rural Population
IDENTIFIERS- Appalachia (Central); Mississippi; *Rural Women

A model program based on three demonstration projects of the Appalachian Women's Employment Information Project plus one Women's Bureau funded project for rural women in Mississippi provides a guide to the development or expansion of training and employment services for rural women. The model program is designed to help economically disadvantaged rural women prepare for the world of work with the help of counseling, advocacy, referral and job placement assistance, support services, and skills training. Part A of this guide describes major steps in developing the program. These steps include determination of purpose and strategies, formation of an advisory committee, recruitment and training of staff, development of jobs, and development of a recordkeeping and evaluation system. Part B of the guide describes the core components of the program, such as recruitment of participants, readiness training, adult education, occupational skills training, job placement, and followup. Major emphasis is placed on supplying supportive services, such as transportation and child care, to enable the women to participate in full-time employment. Appendices include a chart for developing a time-frame for program activities, an outline of staff training, a worksheet for developing a plan of action, an assessment form for participants, and an agenda for a 5-day job-readiness workshop. (CS)

ED 297 974 SE 049 475

Prendergast, Wilfred Francis
Physics Problem Solving: Student Performance Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.
PUB DATE- 84
NOTE- 209p.; Master's Thesis, Western Australian Institute of Technology.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Cognitive Processes; *Foreign Countries; *Heuristics; Masters Theses; *Mechanics (Physics); *Physics; *Problem Solving; Science Education; Secondary Education; *Secondary School Science; Test Items; Test Results
IDENTIFIERS- *Australia
This study investigated problem solving skills in mechanics problems that required the use of diagrams. These skills were examined in two ways. First, the study examined student problem solving skills using solution scripts from the Western Australian Tertiary Admission Examination in physics. Solution attempts by students in the 1978 and 1979 physics papers were used as an information base, to identify and classify student difficulties in selected mechanics problems. Second, student problem solving skills were further examined to detail the error types in performance on diagram analysis. A population of students attempted to solve selected problems. Their solution attempts followed four seperate methods. Each method of solution was analyzed separately. The findings of this analysis identified many points of difficulty. A further study examined in detail the errors involved in student performance on diagram analysis. Analysis of test results provided information on the initial steps and difficulties for student problem solvers using diagrams as a solution aid. The general findings of this study suggest that student inability to use diagram analysis is a major influence on the lack of mechanics problem solving competence among tertiary admission examinees. There is in this finding an implied demand for a clearer problem solving strategy, where the use of diagram analysis is appropriate. (Author/CW)

ED 298 003 SO 018 000

Anderson, Brandi, Ed.
East Texas Storytellers.
PUB DATE- 87
NOTE- 44p.; For related documents, see SO 018 001-007.
AVAILABLE FROM- Loblolly, Inc., Box 189, Gary, TX (subscription $6.00 a year; single copies, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ethnography; *Folk Culture; *Legends; Local History; Monologs; *Mythology; Narration; Personal Narratives; *Rural Areas; Rural Population; Secondary Education; *Story Telling
IDENTIFIERS- *Texas (East)

Written and published by the students at Gary High School, Gary, Texas, "Loblolly Magazine" is published twice a year. Issues are frequently devoted to a distant theme. The theme of this issue, "East Texas Storytellers," attempts to capture some of the local color and regional history of eastern Texas. The first article, "Timothy Griffith, Master Story Teller," introduces Timothy Griffith who talks about life as he was growing up in the 1940s and 1950s. Mr. Griffith explains about digging wells, going on a fishing trip, his father, the Internal Revenue Service, feed sack clothing, raccoon hunting, and the Shawnee Creek. Concluding the volume is a collection of East Texas ghost stories. (BZ)

ED 298 058 SO 019 287

Cole, Phyllis
Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 86
NOTE- 67p.; Illustrations will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Church Role; Cultural Influences; Diaries; Family Characteristics; *Family History; Family Influence; Family Relationship; *Females; Genealogy; Home Furnishings; Postsecondary Education; *Religion; Religious Factors; *Social History; Traditionalism; *Womens Studies
IDENTIFIERS- Eighteenth Century; *Emerson (Mary Moody); *Massachusetts; Nineteenth Century
Based on the diary of Mary Moody Emerson (1771-1863), which was discovered in the Houghton Library at Harvard University among the Emerson family papers, as well as on hundreds of her letters and other records, the lives of five generations of women within the Emerson ministerial dynasty are recovered, and their religious and family experiences are reconstructed. The first of the papers four parts details the diary's discovery and its history and outlines the methodology for the examination process. In part 2, the women's spirituality is considered through the viewing of such visual objects as gravestones, portraits, household furnishings, and emblematic keepsakes. The religious influence of the Emerson patriarchs on the women's spirituality is traced through sermons, journals, and church and public records written by the male family members. Women's sphere in the home is the focus of part 3. To recreate each of the women's social roles; the location of individual homes to the church; roles in the kitchen, in marriage, and as mothers are examined through the same visual objects used in part 2. Part 4 is a biography of Mary's life constructed within the religious and family traditions found in parts 2 and 3. A genealogy of the Emerson family and 14 pages of photographs are included. (DJC)

ED 298 153 TM 012 246

Larsen, Knud S.; And Others
AIDS Victims and Heterosexual Attitudes.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitude Measures; *Homosexuality; Rating Scales; *Social Attitudes; Student Attitudes; *Test Construction; Test Reliability; Test Validity; Undergraduate Students
IDENTIFIERS- *Likert Scales
This study reports on the development of a Likert scale measuring attitudes toward Acquired Immune Deficiency Syndrome (AIDS) victims (ATAV) in five phases. Participants included a total of 215 male and 268 female undergraduates at Oregon State University. The results for phase 1 yielded a scale with high part-whole correlations, corrected split-half reliability, and alpha coefficients. The following phases yielded significant correlations between the ATAV scale and attitudes toward homosexuals, homosexual parenting, other minority groups, capital punishment, and sexually liberal attitudes. Attitude toward homosexuals comprise the central component in attitudes toward AIDS victims. A varimax rotated factor analysis of the ATAV yielded one primary factor accounting for 85.9% of the variance. It appears that sexually liberal attitudes may reflect tolerance that includes sympathy for victims of AIDS. (Author/TJH)

ED 297 958 SE 049 456

Grade 12 Diploma Examination: Biology 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Biologie 30. Juin 1988.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 75p.; For January 1988 examination, see ED 293 712.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Translations (170)
DESCRIPTORS- *Academic Achievement; *Biology; Foreign Countries; *Grade 12; High Schools; Objective Tests; Science Education; *Science Tests; *Secondary School Science; Test Items
IDENTIFIERS- *Alberta

Biology 30 is a 12th-grade science course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during June, 1988, it contains 80 multiple-choice questions and five written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (CW)

ED 298 089 SP 030 468

Some Attributes of Teachers in Private Elementary and Secondary Schools, 1985-86. OERI Bulletin, March 1987.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Catholic Schools; Degrees (Academic); Elementary Secondary Education; *Institutional Characteristics; *Private Schools; *Teacher Characteristics; Teaching Experience; Tuition

This bulletin examines the attributes of private school teachers (gender, race, academic degrees, years of experience, employment status, and age), by school characteristics such as religious orientation, level of instruction, size, years of operation, and tuition rates. Results of a survey obtained from private school principals and teachers are briefly discussed and data from the survey are displayed on tables. (JD)

ED 298 123 SP 030 555

Minority Teacher Recruitment & Retention. A Public Policy Issue. Proceedings and Background Material of the Wingspread Conference (Racine, Wisconsin, August 5-7, 1987).
American Association of Colleges for Teacher Education, Washington, D.C.
REPORT NO.- ISBN-0-89333-51-5
PUB DATE- Aug 87
NOTE- 42p.
AVAILABLE FROM- AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Black Colleges; Career Choice; *Change Strategies; Community Colleges; Educational Legislation; *Educational Policy; Elementary Secondary Education; Higher Education; *Minority Group Teachers; Private Financial Support; *State Federal Aid; *Student Recruitment; *Teacher Education Programs; Teacher Recruitment; Teacher Shortage

In August 1987, the American Association of Colleges for Teacher Education (AACTE) sponsored a Wingspread Conference on the problem of recruitment and retention of minority students into teaching. Conference invitees were asked to comment on a draft of an AACTE policy paper suggesting legislative strategies to recruit more minorities into the teaching profession. This report summarizes the exchange of ideas, discussions, and conversations that took place at the conference. It contains background and informational material related to the minority teacher shortage and depicts some of the few state and institutional activities designed to recruit and retain minority teacher education students and teachers. The AACTE policy statement is included in the report. A plan for action describes a variety of programs, both public and private, aimed at increasing minority group student opportunities to enroll in teacher education programs. (JD)

ED 298 224 UD 026 358

Phinney, Jean S.
The Development of Ethnic Identity in Adolescents.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Jun 88
NOTE- 26p.; Paper presented at the Utah State University Workshop on Identity Formation: Theoretical and Empirical Issues (Logan, UT, June 1988).
GRANT- MIH-MBRS-RP-08101
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; College Students; Ethnic Groups; Ethnicity; Higher Education; Individual Development; Mexican Americans; *Minority Groups; Personality Measures; Personality Studies; Personality Theories; *Racial Differences; *Racial Identification; Self Concept; Self Esteem; *White Students; *Young Adults

This paper presents a model and some empirical research on the process of ethnic identity development beyond childhood. Several models of ethnic identity development among minorities share with Erikson the idea that an achieved identity is the result of an identity crisis, which involves a period of searching that leads to a commitment. In order to achieve a secure ethnic identity, minority adolescents must explore the meaning of being a minority in a predominantly white society. The paper developed a measure for assessing ethnic identity development based on the two components of the identity process, search and commitment, that could be used across ethnic groups. A questionnaire was administered to 300 undergraduates at an ethnically diverse urban college campus. Responses were analyzed from the following: (1) American-born Mexican Americans; (2) American-born Asian Americans; (3) American-born Blacks; (4) American-born Whites; and (5) foreign-born Asian students. Results include the following: (1) ethnic identity is an important issue with all groups; (2) mixed race subjects may experience higher levels of identity conflict; (3) most minority students seem to have achieved or be in moratorium in the area of ethnic identity; (4) minority students appear to have begun the identification process at an earlier age; (5) a strong relationship exists for minorities between ethnic identity and self-esteem; and (6) whites experience lower levels of search than minorities, but similar levels of commitment. A list of 44 references is included. (FMW)

ED 297 989 SE 049 619

Rothschild, Joan
Teaching Technology from a Feminist Perspective: A Practical Guide. The Athene Series.
REPORT NO.- ISBN-0-08-034233-7
PUB DATE- 88
NOTE- 171p.; For other publications in this series, see SE 049 620-621.
AVAILABLE FROM- Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 ($14.95 paperback--ISBN-0-08-0342337; $30.00 hardcover--ISBN-0-08-034234-5; postage and handling extra unless prepaid by check; allow five weeks for delivery).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Science; Females; *Feminism; Higher Education; Reference Materials; Resource Materials; Science and Society; Science Education; Technical Education; *Technology; Womens Education; *Womens Studies
Research, publications, and teaching about women in technology have been growing steadily. The level of interest and the number of courses seems to be high. This book attempts to analyze and synthesize curriculum experiences that apply new research on gender and technology to technology teaching. In fall 1985, a questionnaire and request for syllabi were mailed to a list of persons with relevant expertise; this work is based on syllabi received, questionnaire responses and a personal background of work in the field. Discussed are trends, issues, and ideas of teaching in this field. Chapters include: (1) "Technology Studies and Women's Studies in the Classroom: an Idea Whose Time Has Come"; (2) "Women and Technology"; (3) "Women in Science and Technology"; (4) "Gender and Technology: Integration or 'Add Women and Stir'?"; (5) "Feminine-Masculine: Developing Conceptual Frameworks"; (6) "Passing the Litmus Test: What is a Feminist Resource on Technology?"; and (7) "Looking Ahead: Teaching Technology from a Feminist Perspective." In addition, there are extensive lists of references and additional resources. An appendix includes detailed descriptions and syllabi of 22 courses from 18 different institutions in the United States, Canada, and Great Britain, and a list of "Interactive Qualifying Projects" at Worcester Polytechnic Institute (Massachusetts). (CW)

ED 298 020 SO 019 162

Content, Character and Choice in Schooling: Public Policy and Research Implications. Proceedings of a Symposium (Washington, D.C., April 24, 1986).
National Advisory Council on Educational Research and Improvement (OERI/ED), Washington, DC.
PUB DATE- 24 Apr 86
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship Education; Citizenship Responsibility; *Course Content; Ethical Instruction; Habit Formation; *Personality; Personality Development; *School Choice; Social Studies; Values Education

U.S. Secretary of Education, William J. Bennett, expressed concerns about the condition of U.S. education in the areas of content, character, and choice. This document comprises the papers of 12 scholars on the public policy and the research implications of this theme. Three addresses were given on the issue of content by Russell Kirk, Thomas Fleming, and Paul Vitz. Kirk proposed that the two fundamental purposes of education are the cultivation of wisdom and virtue and the teaching of responsibility and opportunity in a civil social order. Fleming suggested that it is a mistake to think of the present debate as a backlash against plummeting test scores. Vitz discussed his study of the role given to religion and traditional values in the basal readers and social studies texts used in U.S. schools. Papers by Joseph Adelson, Joel J. Kupperman, Richard A. Baer, Jr., and William Kirk Kilpatrick addressed the issue of character. Adelson argues that the paradigms by which the social sciences study the realities of human existence may be derived from ideological preoccupations of the times. Choice in education is discussed by William B. Ball, Mary Anne Raywid, Thomas Ascik, Michael Casserly, and Robert L. Woodson. Raywid outlines her research findings on "Success Dynamics of Public Schools of Choice," and Ascik examines the arguments attributed to opponents of choice in education. (SM)

ED 298 034 SO 019 235

Eisner, Elliot W.
The Role of Discipline-Based Art Education in America's Schools.
Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 87
NOTE- 47p.
AVAILABLE FROM- Getty Book Distribution Center, J. Paul Getty Trust, P.O. Box 2112, Santa Monica, CA 90406 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art; *Art Activities; Art Appreciation; *Art Education; Creative Art; Curriculum; Elementary Secondary Education; *Visual Arts
IDENTIFIERS- *Discipline Based Art Education
Highlighting the fundamental concepts of discipline-based art education (DBAE), this essay supports a comprehensive elementary and secondary education visual arts teaching approach that features content and skill learning in art history, production, criticism, and aesthetics. Section 1, "The Arts and the Mission of Education," considers: (1) art education's role; (2) learning environments; and (3) the function of the arts in the schools. Section 2, "The Status of Art in the Schools," explores visual art in relation to emotions, talent, intelligence, assessments of student achievement; and creativity development. Section 3, "What Is Discipline-Based Art Education?" describes: (1) assumptions concerning how students learn about art; (2) DBAE course contents; (3) DBAE objectives; (4) alternative curriculum structures; (5) curricular activities; (6) the role of curriculum guides and resources; (7) evaluation processes; (8) ideal DBAE curriculum characteristics; and (9) the relationship of DBAE to the total education process. Two photographs of sculptures and 36 references are included. (JHP)

ED 298 139 TM 012 022

Sumartojo, Esther
An Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
PUB DATE- Apr 88
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; Dropouts; *Educational Assessment; *Job Training; Mathematics Tests; *Program Evaluation; Reading Tests; Secondary Education; *Secondary School Students; Self Esteem; Student Attitudes; *Summer Programs; Teacher Attitudes; Writing Evaluation
IDENTIFIERS- *Job Training Partnership Act 1982; *Texas (Houston)
The Houston Job Training Partnership Council's (HJTPC) Summer Basic Training Programs consisted of eight-week summer training programs at 14 sites that were provided by six organizations under contracts. Evaluation of the program involved pre-testing and post-testing at each site on achievement in reading, mathematics, and writing; pre-testing and post-testing on self-esteem and self-efficacy; and surveying participants, teachers, and program coordinators on their assessments of the programs. A total of 1,182 participants and 47 teachers completed assessment surveys. During the subsequent school year (1986-87), 1,128 HJTPC students were tracked in terms of: course grades, course proficiency test scores, performance on the Texas Educational Assessment of Minimum Skills, school attendance, and dropout rates. Comparison data were obtained on 1,128 Houston Independent School District students. Results indicate that: (1) program providers should be required to demonstrate the adequacy of their facilities; (2) a longer planning period is needed; (3) each program site should have a coordinator; and (4) a system for receiving and reviewing complaints should be established. The HJTPC programs were not particularly effective in improving the performance or attendance of participants. However, upper-level high school students were helped by the program; they were probably motivated to complete academic requirements for graduation. (TJH)

ED 298 169 TM 012 317

Sander, Angelle M.; And Others
Scrambled Order--Scrambled Brains: The Effects of Presenting Test Items in Sequential Versus Random Order.
PUB DATE- Apr 88
NOTE- 7p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Testing; Higher Education; *Item Banks; *Multiple Choice Tests; Test Construction; *Test Format; Test Items; Undergraduate Students
IDENTIFIERS- *Item Position (Tests)
The effects of presenting test items in random order or in a sequence parallel to the order of presentation were studied by testing 92 undergraduates in an introductory psychology course at Emporia State University (Kansas). Two test forms, sequential (S) and random (R), of multiple-choice questions were prepared for four 1-hour examinations administered to three sections of classes using the same text. The students were randomly assigned to receive the four examinations according to the following orders: SRRS, SSRR, SRSR, RRSS, RSSR, and RSRS. A two-factor, split-plot analysis of variance was used to analyze the scores obtained. There was no instance in which a sequential test resulted in a higher score than a random test. It appears that instructors can use the random-order option offered by current test bank software with confidence that this will not have a negative impact on student performance. (SLD)

ED 298 197 UD 026 327

Lindner, Barbara
Drawing in the Family. Family Involvement in the Schools.
Education Commission of the States, Denver, Colo.
REPORT NO.- ECS-PI-88-2
PUB DATE- Aug 88
NOTE- 35p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Administrator Role; Educational Environment; Elementary Secondary Education; Family Environment; *Family School Relationship; Government Role; *Parent Child Relationship; *Parent Participation; Parent Role; Policy Formation; *Program Development; Teacher Role
One of the best guarantees of a child's success in school is his or her parents' involvement in education. This resource guide provides information in the following areas: (1) family types; (2) expectations of parents, teachers, and administrators; (3) barriers encountered by parents and teachers; (4) home environment improvements through family education and home activities; and (5) school environment improvements through volunteer programs and school councils. Existing programs are reviewed. Strategies for state action are outlined. Recommendations in each area are offered for teachers, administrators, and parents. Resources in each area are provided. Participants in the "Drawing in the Family" Invitational Conference (held on May 12, 1988 in St. Louis, Missouri) and Project Planning Meeting (held on January 22, 1988) are listed. Personal anecdotes and childrens' illustrations accompany the text. (BJV)

ED 298 211 UD 026 344

Cuban, Larry
The Ways that Schools Are: Lessons for Reformers.
PUB DATE- Oct 87
NOTE- 27p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Disadvantaged; *Educational Change; *Educational Facilities Improvement; *Educational Improvement; *Educational Policy; *Educational Practices; Elementary Secondary Education; Federal Programs; History; Individual Needs; Instruction; Minority Group Children; Policy Formation; *Program Development; School Organization; State Programs
The history of schooling is a mix of constancy and change in policies, organizational structures, school practices, and classroom pedagogy. Over the last century and a half, well-intentioned and serious reformers, using Federal, state, and local policies, tirelessly and repeatedly tried to improve schooling. Classroom and school practices such as lecturing, using textbooks, grouping by ability, and rating teachers' performance were present in the 1890s, the 1930s, and at the time that Title I of the Elementary and Secondary Education Act (1965) became law. Understanding what is constant and what changes in American classrooms and schools is essential foreknowledge for any policymaker interested in improvement. This paper provides a historical review of classroom organization, elementary and secondary school structures, conflicting district and state goals and policies. The structure of schooling and its effect on the poor and children of color are discussed. State efforts at school improvement are reviewed. Five lessons from state and Federal improvement efforts are drawn. The goals of reformers over time are analyzed. A brief list of references is included. (BJV)

ED 298 237 UD 026 374

Cohen, Elizabeth G.; Deslonde, James
Status Equalization Project.
Stanford Univ., Calif. School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 78
NOTE- 35p.; For a related document, see ED 175 971.
GRANT- NIE-400-76-0059
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Ethnic Stereotypes; Grade 5; Grade 6; Intermediate Grades; Interpersonal Competence; Mexican Americans; Minority Groups; *Program Effectiveness; *Racial Relations; Reading Achievement; *Remedial Programs; School Desegregation; Self Concept; Social Cognition; *Social Integration; *Social Status; Urban Schools; White Students
The introduction of the Multiple Ability Curriculum (MAC) and Expectation Training (ET) into the curriculum of racially integrated elementary schools appears to improve the equal status interaction between students of differing academic and social status. The goals of the MAC and ET are the following: (1) prevent classroom dominance by students of high academic standing; (2) develop higher expectations for intellectual competence on the part of poor readers; and (3) change racial stereotypes concerning intellectual competence. A 2-year controlled study was conducted involving 20 fifth and sixth grade classrooms in three racially integrated schools. Twelve classrooms received the MAC. Of those 12 classrooms, 5 also received the ET. Eight control classrooms received neither. Program effectiveness was evaluated by observing pairs of students from each classroom who played a game designed to reveal equal status behavior. Conclusions include the following: (1) reading skill has become the basis for expectations of competence over a wide range of school tasks; (2) minority students who were not perceived as good readers, but were socially influential and were seen as competent by their peers, acted on an equal status basis regardless of curriculum; (3) minority students who were not perceived as good readers, and were not socially influential, were helped by exposure to both the MAC and ET; and (4) in a classroom where whites perceived many blacks as socially influential, the status of all black low readers was improved. Statistical data are included on two graphs. (FMW)

ED 297 915 RC 016 722

Mu'min, Ridgely A.
Factors Influencing the Interstate Distribution of Human Capital.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Differences; *Educational Attainment; Educational Economics; Higher Education; High Schools; *Human Capital; *Labor Force; Public Policy; *Regional Characteristics
IDENTIFIERS- Alaska; *Defense Contracts; Kentucky
The interstate distribution of defense contract awards may both influence and be influenced by regional differences in educational attainment levels. Data from the 1980 census indicate that the level of educational attainment of adult workers was lowest in Kentucky and highest in Alaska. Statistical analysis of the relationships between this educational difference and the dollar values of defense contracts awarded before and after 1980 showed that 1980 educational level was significantly related to past defense contract awards at the .05 level, and future defense contract awards at the .01 level. In a breakdown of the education variable, future contracts were related to percentages of both high school and college graduates, but past contracts were related only to the college variable. In this context, defense contracts can be an indicator of the effects of "high tech" industries in general on a work force. The distribution of defense contracts may affect the educational level of a state's work force by triggering the migration of highly-skilled and educated workers. Policy makers should consider defense contracts as a possible lever to improve their state's stock of human capital. The report contains four statistical tables and seven references. (SV)

ED 297 928 RC 016 747

Rudes, Blair A.; And Others
Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
Development Associates, Inc., Arlington, Va.; Research Triangle Inst., Research Triangle Park, N.C.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Feb 88
NOTE- 269p.; For related document, see RC 016 746.
CONTRACT- 300-85-0175
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *American Indian Education; American Indian Languages; Aptitude Tests; Bilingual Education; *Elementary Education; English (Second Language); Ethnic Groups; Evaluation; Grade 1; Grade 3; Individual Needs; Language Dominance; Language Proficiency; *Language Skills; *Limited English Speaking; Longitudinal Studies; Mathematics Education; *Mathematics Skills; Native Speakers; Rural Education; Test Results; Tests
IDENTIFIERS- Native Americans; Stanford Achievement Tests
This report is part of a study of academic performance by American Indian elementary school students with limited-English proficiency (LEP). The study was designed to complement the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited-English-Proficient (LM-LEP) Students, which did not include Native American students. The document summarizes results of the first year of a two-year study. It includes results of data collection from 23 projects, with students from 16 different tribes and 18 different language groups. The document describes American Indian bilingual education projects, their criteria, and the instruction generally received by Indian LEP elementary students. The Stanford Achievement Test (SAT) was used as a measure of academic achievement of first- and third-grade American Indian LEP students. The students scored somewhat higher on vocabulary and reading comprehension than students in the national LM-LEP study, but slightly lower in math. It is noted that students receiving special instruction in English were most likely to have low SAT scores, suggesting the special services are being directed toward those who are most in need of them. The report contends Indian students in rural schools have serious educational problems. Although the students have average or better than-average academic aptitudes, they performed poorly on standardized achievement tests. A comprehensive assessment of the schools the students attend is recommended. Graphs, charts and references are included. (Author/TES)

SE

ED 297 943 SE 049 414

Hofmeister, Alan M.; And Others
Developing and Validating Science Education Videodiscs.
PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Development; *Formative Evaluation; Interactive Video; *Material Development; Optical Disks; *Program Development; Program Evaluation; Science Education; Secondary Education; *Secondary School Science; Teaching Methods; *Technological Advancement; *Videodisks; Video Equipment
The development of videodiscs for science instruction in public schools requires a recognition of the unique characteristics of the public school environment and sensitivity to the persistent problems associated with science content instruction. This report discusses the conceptualization, development, and formative evaluation of a series of science education videodiscs. Three major concerns addressed by the development of the "Core Concepts" videodisc program included: (1) a concern for the instructional setting; (2) an emphasis on courseware rather than hardware; and (3) a willingness to make the necessary "front-end" investment. The discs were designed to enhance the efforts of teachers working in both individual and group instructional settings. In presenting the content, particular attention was given to problems associated with the use of terminology and fragmentation of information. The formative data indicated that videodisc programs can enhance the effectiveness of teachers and substantively impact the student achievement and attitudes. (Author/CW)

ED 297 959 SE 049 457

Grade 12 Diploma Examination: Chemistry 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Chimie 30. Juin 1988.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 33p.; For January 1988 examination, see ED 293 710.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Translations (170)
DESCRIPTORS- *Academic Achievement; *Chemistry; Foreign Countries; *Grade 12; High Schools; Objective Tests; Science Education; *Science Tests; *Secondary School Science; Test Items
IDENTIFIERS- *Alberta

Chemistry 30 is a 12th-grade chemistry course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during June, 1988, it contains 56 multiple-choice questions and three written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (CW)

ED 298 004 SO 018 001

Whiteside, Karen, Ed.
It's Coming: Electricity For You.
PUB DATE- 86
NOTE- 43p.; For related documents, see SO 018 000-007.
AVAILABLE FROM- Loblolly, Inc., Box 189, Garry, TX (Subscription $6.00 a year; single copies, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ethnography; Folk Culture; Handicrafts; Lighting; *Modernization; *Rural Areas; Rural Population; Secondary Education; Story Telling; *Utilities; Woodworking
IDENTIFIERS- *Rural Electrification; *Texas (East)
President Franklin D. Roosevelt's Rural Electrification Act changed farm life dramatically. The miracle of electricity in rural East Texas is examined in "Electricity Comes to East Texas" (Brandi Anderson and others). Chronicled is a description of life without electricity and how everyday chores were done in its absence. Local citizens compare and contrast life styles before and after electrification. Concluding the volume is an interview with H.D. Beasley, an East Texas wood carver who explains how he does his art. (BZ)

ED 298 046 SO 019 251

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (17th, Chicago, Illinois, October 30-31, 1981).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 82
NOTE- 150p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; Children; *Educational History; Educational Policy; Educational Theories; Educational Trends; Elementary Secondary Education; Enrollment Trends; Ethnicity; *Ethnic Studies; Path Analysis; *Public Schools; Research Methodology; Research Projects; Sex Discrimination
Divided into four parts, this document presents papers covering: quantitative analysis and educational history, ethnicity and education, educational paradigms, and schooling in the urban heartland. The first paper in part 1, "The Social and Economic Correlates of School Attendance among the Children of Textile Workers, 1890" (D. L. Angus, B. A. Hilbert, and J. E. Mirel) is based on the 1890 and 1891 annual reports of the commissioner of labor. "Path Analysis: Another Research Tool for the Educational Historian" (I. Newman and C. M. Dye) reviews the uses of path analysis as a research methodology. Part 2 begins with "A Test of Andrew M. Greeley's Six Step Theory of Ethnic Assimilation by the Use of Norwegian-American Historiography" (F. C. Nelsen). "Ethnicity and Ethnic Studies Revisited" (M. M. Krug) reviews the rise in the 1970s of ethnic awareness in education. "Two Christian Ideas of Childhood: Clement of Alexandria and Augustine" (J. J. Chambliss) contrasts Clement's childhood innocence based on Christ's teaching and Augustine's sinfulness of children as a burden received from Adam. "Paradigms of Education: An Overview" (R. Marks) is an introduction for a larger study on the overview of the enlightenment, evolutionary, progressive, and perennial paradigms. Part 4, "The Irony of Twentieth-Century Educational Policy and Juvenile Delinquency in Chicago, 1890-1972" (M. W. Sedlak) describes the sexual discrimination of educational solutions. The proceedings, the business meeting's minutes, and the directory of attendance are included along with an index to the first 10 volumes of the proceedings. (DJC)

ED 298 059 SO 019 288

Canadian Studies: Geography. A Report for Educators.
Ontario Dept. of Education, Toronto. Program Implementation and Review Branch.
REPORT NO.- 88-132
PUB DATE- May 88
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Curriculum Development; *Curriculum Evaluation; Educational Research; Foreign Countries; *Geography; *Geography Instruction; *Program Effectiveness; Research Projects; Secondary Education; Social Studies
IDENTIFIERS- Canada; *Canadian Studies; *Ontario

An Ontario (Canada) provincial review of geography instruction was undertaken to: (1) determine student achievement levels and program effectiveness; (2) identify implementation strategies for a compulsory course, entitled "Canadian Studies Geography"; and (3) pilot test a new review model designed to analyze intended, implemented, and attained curriculum goals. The review examined courses of study and teachers' responses about their backgrounds, qualifications, and teaching methods. Information was provided by students detailing their attitudes about geography and geography instruction, and student achievement levels were measured. The population represented a cross-section of Ontario, and the study included courses in French and English. Specific information is provided about: (1) participation rates; (2) geography curricula; (3) teachers; (4) instruction; (5) resources; (6) teaching strategies; (7) evaluation techniques; and (8) time spent on specific skills' instruction. Information concerning the review's structure and 18 statistical or test-related appendices are included, along with 16 graphs, 6 charts, and 21 tables. (JHP)

ED 298 074 SO 019 575

Schenk, Robert E.
Economics: An Analysis of Unintended Consequences. Volume 1: Introduction to Microeconomics.
PUB DATE- 88
NOTE- 252p.; For volume 2, see SO 019 576.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Curriculum Guides; *Economics; *Economics Education; High Schools; Instructional Materials; Monetary Systems; Social Studies
IDENTIFIERS- *Economic Theory; *Microeconomics
This curriculum guide introduces high school students to the basic principles of microeconomics. Chapter 1 provides a basic definition of economics, while chapter 2 introduces a number of important economic concepts and ideas and examines reasons for unintended or unexpected consequences of decision-making. Chapter 3 considers how individual motives and group results are related, and a model of supply and demand is described in chapter 4. Chapters 5-16 present: (1) elasticity and revue; (2) rationing and allocating; (3) the logic of choice; (4) maximizing behavior; (5) the business firm and its constraints; (6) maximizing profit; (7) efficiency; (8) problems of information, risk, and exclusion; (9) the government and economic efficiency; (10) problems in resource markets; (11) monopoly and efficiency; and (12) transport costs. Tables and charts are included. (JHP)

ED 298 090 SP 030 469

Caries Prevalence in U.S. Schoolchildren 1986-87.
National Inst. of Dental Research (NIH), Bethesda, Md.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Dental Evaluation; *Dental Health; Disease Control; Elementary Secondary Education; Fluoridation; *Preventive Medicine

The graphs in this pamphlet illustrate the decline of the incidence of tooth decay in the nation's schoolchildren. The report, based on a study of more than 40,000 children, found that students have 36 percent less tooth decay than they did in the beginning of 1980. Appended to the graphs is a National Institutes of Health press release which describes the findings of the nationwide survey and gives some background to the graphs. (JD)

ED 298 106 SP 030 524

Henderson, David L.; Schlesinger, Frank J.
Texas Teachers and Moonlighting in the 1980's.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Ladders; Elementary Secondary Education; Faculty Mobility; *Job Satisfaction; *Multiple Employment; *Teacher Attitudes; *Teacher Characteristics; Teacher Morale; *Teacher Salaries; *Teaching (Occupation)
The study represents a decade of research on Texas teachers' morale and moonlighting habits. It has been repeated biannually since 1980. The average Texas teacher is a 43 year-old female, making $26,161 salary, married with a working spouse, has a bachelor's degree, is not the major breadwinner, teaches in a suburban district, has 15.4 years of teaching experience with 37 percent seriously considering leaving the teaching profession. One of five teachers moonlights, feels that it is detrimental to teaching, supports the No Pass/No Play rule, wants to retain the career ladder, and believes that the quality of teaching is the same as two years ago. (Author)

ED 298 154 TM 012 250

Wallace, Gaylen R.
RSE-40: An Alternate Scoring System for the Rosenberg Self-Esteem Scale (RSE).
PUB DATE- Jan 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; College Students; Higher Education; High Schools; High School Students; *Likert Scales; *Psychometrics; Scoring; *Scoring Formulas; *Self Esteem; *Test Reliability; Test Validity
IDENTIFIERS- Guttman Scales; *Rosenberg Self Esteem Scale
The Rosenberg Self-Esteem Inventory (RSE) is a 10-item scale purporting to measure self-esteem using self-acceptance and self-worth statements. This analysis covers concerns about the degree to which the RSE items represent a particular content universe, the RSE's applicability, factor analytic methods used, and the RSE's reliability and validity. A new Likert scoring method is proposed as an alternative to that used for the original scale (the Guttman scaling method). Besides being difficult to score, criticisms of the Guttman scaling technique exist in the psychometric literature. The newly proposed scoring method, unlike the previously used method, seems to be able to distinguish among several personality and task-specific variables. Both the Guttman scaled RSE and the Likert scaled RSE appear to be unidimensional and seem to have adequate reliability and validity. However, since the response continuum of the original RSE has all the characteristics of the Likert scaling method and the 40-point Likert method has been used in other studies, use of the Likert scoring system is recommended. (TJH)

ED 298 184 UD 025 919

Williams, Patricia A.
Standardizing School Dropout Measures. CPRE Research Report Series.
Center for Policy Research in Education.; Rand Corp., Washington, D.C.; Rutgers, The State Univ., New Brunswick, N.J.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CPRE-RR-003
PUB DATE- Oct 87
NOTE- 33p.
GRANT- OERI-G0086900011
AVAILABLE FROM- Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, the State University of New Jersey, New Brunswick, NJ 08901.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Grade Placement; *Attendance; Definitions; *Dropout Rate; *Dropout Research; Dropouts; Elementary Secondary Education; High School Equivalency Programs; *Measurement Techniques; Nontraditional Education

Dropout rates reported by states and school districts are produced by a variety of accounting procedures. Since these rates are difficult to compare and interpret, they fail to correctly measure the dropout rate. A uniform definition of school dropout is needed. The degree of variation was examined by analyzing 21 local definitions. The five largest sources of variation were the following: (1) grade levels used in calculating rates; (2) ages of students who can be classified as dropouts; (3) accounting periods for calculating rates; (4) time periods for unexplained absence; and (5) acceptable alternative educational settings. For many districts adopting a uniform definition might require additional resources and technical assistance. Publication of the rate is a sensitive issue. Solutions to these problems require compromise that will probably result in less than perfect but more accurate dropout data. (VM)

ED 297 901 RC 016 652

Indian Education: Focus on Past, Present & Future. The 13th Annual Report to the Congress of the United States. Fiscal Year 1986.
National Advisory Council on Indian Education, Washington, D.C.
PUB DATE- 87
NOTE- 44p.; For the 12th annual report, see ED 275 485.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *American Indian Education; American Indians; *Annual Reports; Block Grants; *Educational Finance; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; Federal Legislation; Federal Programs; Fellowships; Grants; Program Descriptions; Trust Responsibility (Government)
IDENTIFIERS- *Indian Education Act 1972 Title IV; Johnson O Malley Act; *National Advisory Council on Indian Education

This report to Congress details activities of the National Advisory Council on Indian Education (NACIE) during fiscal year (FY) 1986 and offers recommendations for continuing educational services for Indian youth. Part I includes an introduction to NACIE, identifies members, committees and staff and reviews its legislative history including NACIE's opposition to a congressional proposal combining Indian educational programs into a block grant. Part II details NACIE functions and activities for FY 1986 and includes field comments on the block grant issue. Part III summarizes nine recommendations for strengthened funding and improved representation of Indians in government decisionmaking. Part IV describes major components of Title IV of the Indian Education Act of 1972. Part V profiles programs funded by Title IV grants and individuals receiving fellowships in 1986. Part VI contains a glossary, tables showing state-by-state distribution of funds awarded to Title IV grantees, and a map showing locations and dates of NACIE meetings from 1973 through September 1986. (TES)

ED 297 975 SE 049 476

Occupationally Related Science. Draft Curriculum 1986-87.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE- 86
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Chemistry; Course Content; *Course Descriptions; Instructional Materials; Integrated Curriculum; *Occupational Safety and Health; *Physical Sciences; Physics; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Vocational Education

To prepare occupational students for employment, a basic understanding of scientific knowledge and the processes of science that have been applied in the development of tools, machines, instruments, and technological techniques or processes should be taught. When a second unit of science was included for all high school students in the New York State Regents Action Plan, an option for a specific science course devoted to the practical application of scientific concepts was approved for occupational students. This syllabus was initiated because science learned in the process of acquiring an occupational preparation can be related to the knowledge needs of workers and consumers. Specific performance objectives and suggested instructional strategies are identified. Topics included in this syllabus are: (1) "Health Science and Safety" (including The Healthy Worker and The Safe Worker); (2) "Physics Applications" (including Mechanics, Wave Motion and Energy Relationships, Hydraulics and Pneumatics, and Energy in Electricity and Magnetism); (3) "Chemical and Material Science Applications" (including Chemical Technology, Chemical Reactions, Chemical Hazards, and Materials Science/Testing); and (4) "Life Science Applications" (including Spheres of the Ecosystem, Cycles of the Ecosystem, Energy Flow in an Ecosystem, and Human Ecological Relationships and Adaptations). (CW)

ED 298 124 SP 030 557

Fodero, Joseph N.; Furblur, Ernest E.
Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!
REPORT NO.- ISBN-0-88011-308-1
PUB DATE- 12 Oct 88
NOTE- 120p.
AVAILABLE FROM- Leisure Press, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Elementary Secondary Education; *Gymnastics; Physical Education; *Safety; *Teaching Methods
IDENTIFIERS- *Cheerleading; *Pyramids
This guide to creating gymnastic pyramids and balances for physical educators, cheerleading coaches, and gymnastics instructors, has safety as its primary focus. It is pointed out that all pyramids and balances should meet the safety requirements of cheerleading and gymnastics organizations. The book provides thorough instructions and more than 400 illustrations for assembling, spotting, and disassembling partner and group stunts and pyramids. Instructions are given for building pyramids and balances for up to 13 people. and about 250 pyramids and balances are described. These gymnastic stunts are categorized according to level of difficulty and are fully illustrated, leaving room for original modifications. (JD)

ED 298 170 TM 012 319

Plake, Barbara S.; Wise, Steven L.
Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Algebra; *College Students; Computer Assisted Testing; *Difficulty Level; *Feedback; Higher Education; *Item Analysis; Latent Trait Theory; Mathematics Tests; Multiple Choice Tests; Response Style (Tests); Test Construction; *Test Format; Test Items
One question regarding the utility of adaptive testing is the effect of individualized item arrangements on examinee test scores. The purpose of this study was to analyze the item difficulty choices by examinees as a function of previous item performance. The examination was a 25-item test of basic algebra skills given to 36 students in an introductory statistics course at a large midwestern university during the fall 1985 semester. The test was administered via a microcomputer. Categorical data identifying the subjects' performance on current item, feedback condition, and choice of difficulty for next item were submitted to a log-linear analysis. A significant performance on current item by choice of difficulty for next item interaction was found. When examinees did not answer the current item correctly, they tended to request an easier item next; when they correctly answered the current item, they tended to request a harder item next. Preference for the difficulty of the next item appears to be a function of how well students believe they performed on the current item. Most adaptive testing item selection algorithms identify an easier item to be administered upon incorrect performance and a harder item subsequent to successful item performance. Results of this study suggest that this selection algorithm is congruent with examinee selected item difficulty. A table and a graph present study data. (Author/SLD)

ED 297 944 SE 049 419

National Audubon Society Specials. Teacher's Guide I.
National Audubon Society, Washington, DC.; WETA - TV, Washington, D.C.
PUB DATE- 88
NOTE- 38p.; Some photographs may not reproduce well.
AVAILABLE FROM- WETA-TV, Educational Activities, P.O. Box 2626, Washington, DC 20013 ($3.50, 10% discount for 100+, 20% discount for 500+).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; *Activity Units; Animals; Biological Sciences; Conservation (Environment); *Conservation Education; *Ecology; *Endangered Species; Environmental Education; *Instructional Materials; Science Education; Secondary Education; *Secondary School Science; Wildlife
IDENTIFIERS- Galapagos Islands; *National Audubon Society

Since no civilization can survive without a healthy environment, people must learn to live in harmony with their natural ecosystems and build for future generations. This guide describes six award-winning programs on the condor, black-footed ferret, panthers and cheetahs, ducks, farming and wildlife, and the Galapagos Islands. Although each program focuses on a different species or aspect of the natural world, each uses the same theme that all life on Earth is interconnected. Ways people can make a difference in protecting the environment and reasons for conserving the natural heritage are also outlined. Each program includes: (1) objectives outlining instructional goals and material in the chapter; (2) a program summary that introduces and reviews the issues and highlighted information; (3) background material; (4) pre-viewing activities with suggested procedures for teachers; (5) discussion questions; and (6) follow-up activities with suggestions for additional projects. At the end of the guide, instructional resources include a glossary, directory to agencies and organizations that can provide more information, list of references, and a map of the United States. (RT)

ED 297 990 SE 049 620

Bleier, Ruth, Ed.
Feminist Approaches to Science. The Athene Series.
REPORT NO.- ISBN-0-08-032786-9
PUB DATE- 86
NOTE- 212p.; For other publications in this series, see SE 049 619-621.
AVAILABLE FROM- Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 ($12.50 paperback--IBSN-0-08-032786-9; $27.50 hardcover--ISBN-0-08-032787-7; postage and handling extra unless prepaid by check; allow five weeks for delivery).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Collected Works - General (020)
DESCRIPTORS- *College Science; Females; *Feminism; Higher Education; Research; Science and Society; Science Education; Secondary Education; Secondary School Science; *Sex Differences; *Teaching Methods; *Womens Education; *Womens Studies

This collection of papers explores the nature of contemporary science and attempts to further a view of science that is "different, better, feminist, and emancipating." Most of the papers were presented in their original form at a symposium, Feminist Perspectives on Science, at the University of Wisconsin-Madison, in April, 1985. Included are: (1) "Introduction" (Ruth Bleier); (2) "Science Seen through a Feminist Prism" (Marion Namenwirth); (3) "Critiques of Modern Science: The Relationship of Feminism to Other Radical Epistemologies" (Elizabeth Fee); (4) "Beyond Masculinist Realities: A Feminist Epistemology for the Sciences" (Hilary Rose); (5) "Primatology is Politics by Other Means" (Donna Haraway); (6) "Empathy, Polyandry, and the Myth of the Coy Female" (Sarah Blaffer Hrdy); (7) "Sex Differences Research: Science or Belief?" (Ruth Bleier); (8) "The Relationship between Women's Studies and Women in Science" (Sue V. Rosser); (9) "Taking Feminist Science to the Classroom: Where Do We Go from Here?" (Marianne H. Whatley); (10) "Further Readings on Feminism and Science" (Susan E. Searing). Brief autobiographical sketches of the editor and contributors are provided in the last section. (CW)

ED 298 091 SP 030 472

Haigandt, Alex; And Others
An Analysis of Vision Screening in School Age Children.
PUB DATE- 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Eyes; Physical Health; School Health Services; *Screening Tests; *Vision Tests; Visual Impairments; Visual Measures

In this report, vision screenings conducted by large metropolitan area schools are reviewed. Data were generated by 10 participating schools in five school districts who responded to five research questions: (1) Do you do vision screening? (2) What do you test for? (3) Who conducts the vision screening in your school? (4) What grade levels are screened? (5) How often are the children screened? In general, many inadequacies exist in schools regarding vision screening. Recommendations include greater participation in the public school arena by vision specialists and the development of a consistent criteria for vision screening in school districts. (Author/JD)

ED 298 107 SP 030 527

Buchmann, Margret
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 88
NOTE- 58p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, E. Lansing, MI 48824 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Objectives; Biographies; *Career Choice; Economic Factors; Emotional Adjustment; *Females; *Psychological Needs; Teacher Attitudes; *Teaching (Occupation); Teaching Conditions; *Women Faculty
IDENTIFIERS- *Bronte (Charlotte)

Teaching has a history in which women figure prominently. Driven by need and ambition, many women worked as schoolteachers in the nineteenth century, although not necessarily attracted by the work itself. This essay focuses on Charlotte Bronte, examining the constraints and values that account for her choice of teaching as a career. It is based on two literary masterpieces: Charlotte Bronte's novel "Villette" and a biography of Bronte, (Mrs. Gaskell's "Life of Charlotte Bronte"). The aim is to provide reflection about conditions of teaching through the presentation of a woman's story, fictional and lived, with complex and concrete content, crafted with literary genius, and capable of bringing universal and time-bound questions to the attention of the reader. It accordingly raises philosphical issues of general human interest in a specific context: questions concerning choice and change, freedom and love, self-realization and the pursuit of goodness. In particular, it urges a consideration of the paradox that many of the structural features of teaching regarded as evils today--such as eased entry, low retention, flat careers--fit with the lives of women that are typically contingent on or coordinated with the needs of others. (JD)

ED 298 140 TM 012 023

Dunnaire, Phyllisann M.; And Others
Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Factor Analysis; *Intelligence Tests; *Maximum Likelihood Statistics; Models; *Social Cognition
IDENTIFIERS- *Confirmatory Factor Analysis; First Order Cognitive Analysis; Higher Order Skills; *Structure of Intellect
Confirmatory maximum likelihood factor analysis was used to determine how accurately each of several hypothesized combinations of first-order and/or higher-order factors could describe the covariation within selected sub-matrices taken from the total correlation matrix originally analyzed by M. O'Sullivan et al. (1965). Focus was on evaluating the goodness-of-fit of six models portraying different hypothesized factor structures and reproducing selected correlation sub-matrices established from a total correlation matrix of variables including both anchor tests or reasonably well-established factorial content and experimental measures of social intelligence designed to reflect selected constructs within the structure-of-intellect model of intelligence. Results indicate that: (1) confirmatory analysis permitted the reproduction of first- and higher-order factors within the social intelligence portion of the structure-of-intellect model; (2) a single higher-order or general factor of behavioral content constitutes a viable alternative to account for much of the covariance among the 23 measures of behavioral cognition that were tested; and (3) the first-order factors identified by O'Sullivan et al. were not supported. (TJH)

ED 298 198 UD 026 328

Watt, Norman F.; And Others
A Psychological Study of Educational Attainment among Hispanics.
Denver Univ., Colo.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- Jun 87
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Acculturation; *Cultural Background; Dropout Characteristics; Dropouts; Educational Attainment; Educational Environment; Elementary Secondary Education; Ethnicity; Family Influence; Grade Point Average; *High School Students; Hispanic Americans; Parent Child Relationship; Parent Participation; Psychological Characteristics; Rural Urban Differences; Self Concept; *Student Attitudes; Student Characteristics
IDENTIFIERS- *Colorado; *Hispanic American Students
In this study 222 urban and rural Hispanic students from Colorado in grades 10 and 12 were classified into the following categories: (1) dropouts; (2) strugglers, whose attendance levels and grade point averages (GPAs) were below the class median; and (3) achievers, whose GPAs were in the top tertile of their class. The students and their families were then tested on various instruments. Findings are presented in the following areas: (1) family characteristics; (2) family practices and perceptions; (3) student characteristics; and (4) academic performance and school involvement. Among the conclusions are the following: (1) parental social class is a fundamental determinant of educational success; (2) scholastic demoralization, which begins several years before entry into high school, is a primary cause of educational marginality and dropping out; (3) integration in the majority culture facilitated academic success, but success at school was neither fostered nor handicapped by maintaining one's loyalty to Hispanic language and culture; and (4) participation in extracurricular activities at school fostered academic success by means of reinforcing the social bonding within the school culture. Recommendations for Colorado schools are offered. Data are presented on nine figures. A brief list of references is included. Appendices provide the following: (1) summary of significant group differences; (2) summary of self-image items significantly related to academic success; (3) summary of acculturation items significantly related to academic success; (4) "Fact Sheet: Good Preschools for Poor Children Are Cost-Effective"; (5) "Program for Educational Quality: 2+2 Project Review" for January 29, 1988, and December 18, 1987; and (6) "School Dropouts in the United States" by Aaron M. Pallas, a Center for Education Statistics Issue Paper. (BJV)

ED 298 212 UD 026 345

Chubb, John E.
Effective Schools and the Problems of the Poor.
PUB DATE- Oct 87
NOTE- 25p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Economically Disadvantaged; *Educational Environment; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; High Risk Students; History; *Instructional Effectiveness; Policy Formation; Poverty; Program Development; Program Implementation; Public Schools; *School Organization
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

Children who are raised in poverty currently run grave risks of educational failure. This paper approaches the issue, not through concentrating on special problems of, and programs for, the educationally at-risk, but through focusing on the educational problems of young people generally and on the effect that schools, not programs, play in alleviating or worsening those problems. A school survives, grows, and adapts through constant exchange with its environment. Internally, it has its own distinctive structures and processes, its own culture. The organization and the structure together constitute an overarching system of behavior in which everything is related to everything else. These factors determine the schools' educational effectiveness. Examination of the High School and Beyond (HSB) and the Administrator and Teacher (ATS) surveys reveals the following factors that affect school performance: (1) external authorities; (2) school staffing; (3) principals; (4) goals and policies; and (5) teachers and teaching. Private schools, which appear to be more effective than public schools, tend to develop team-like organizations that exercise greater control over the school; public schools are captives of democratic policies. The experience of Chapter 1 of the Education Consolidation and Improvement Act of 1981 (originally Title I of the 1965 Elementary and Secondary Education Act) has been shaped by the dynamic of public control, which has been, in turn, shaped by Chapter 1. If school environments have as much to do with the organizational attributes of effectiveness as the comparative analysis of public and private schools indicates, and as the Chapter 1/Title I experience suggests, vigorous school organizations may be difficult to cultivate within the current system of public education. In order to be effective, public schools may have to adopt the organizational structure of private schools. Fundamental reform may be the only hope for school improvement, and hence for greater educational gains for the poor. A list of references is included. (BJV)

ED 298 225 UD 026 359

Oxley, Diana; And Others
Effective Dropout Prevention: The Case for Schoolwide Reform.
Public Education Association, New York, N.Y.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- May 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropouts; *Educational Environment; High Risk Students; High Schools; Middle Schools; Potential Dropouts; *Program Effectiveness; Program Evaluation; Program Implementation; Staff Role; Teacher Role; Urban Schools
IDENTIFIERS- *Attendance Improvement Plan; Dropout Prevention Program; *New York (New York); New York City Board of Education
A 3.5-year study of dropout prevention programs in New York City public schools shows that current programs have been effective in increasing professional and public awareness of the dropout problem and providing needed support to some students. However, the categorical approach of most programs is inadequate, providing special services to only a limited number of students under a rigid format for a limited time. It slights the needs both of the students reached, and the vastly larger population of students in the same and other schools who are truant, or at-risk of becoming so. Moreover, the approach does not address the problem of school environments that are personally alienating and academically ineffectual, and which counteract the effects of the special programs. The programs studied are funded by the New York State Attendance Improvement/Dropout Prevention Program (AIDP), and the New York City Dropout Prevention Program (DPP). Project staff made observation visits to 11 middle and 9 high schools, and conducted structured interviews with students, staff, and administrators on all levels between 1985 and 1987. A comparison of the strengths and weaknesses of the various programs resulted in the recommendation that funding and program policy incorporate a systemic approach, characterized by the involvement of school staff in solving negative schoolwide conditions. A list of references and six appendices containing descriptions of the AIDP and DPP programs and schools are included. (Author/FMW)

ED 298 238 UD 026 375

Smith, J. Christine, Comp.
The Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.
Minnesota Univ., Minneapolis. Southeast Asian Refugee Studies.
PUB DATE- 88
NOTE- 73p.
AVAILABLE FROM- Southeast Asian Refugee Studies Project, Center for Urban and Regional Affairs, University of Minnesota, 330 Hubert Humphrey Center, 301 19th Avenue South, Minneapolis, MN 55455 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Bilingual Education; Books; *Educational Needs; *Ethnography; Immigrants; Laotians; *Linguistics; Multilingual Materials; Periodicals; *Refugees; *Special Health Problems; Vietnamese People
IDENTIFIERS- Hmong; *Hmong People; Southeast Asians; Thai People

The Hmong are a preliterate Southeast Asian tribe in the remote highlands of Vietnam, Thailand, and Laos. During the 1960s and 1970s, the Central Intelligence Agency (CIA) recruited many Hmong to fight rebel forces in Indochina. Losing to the Pathet Lao in 1975, the Hmong were forced to flee Communist-controlled Laos. The United States accepted more than 60,000 Hmong refugees between 1975 and 1986. As of April 1985, 34,700 Hmong, including their American-born children, live in California. This 318-item annotated bibliography is a compilation of printed and audiovisual materials on the Hmong published or produced between 1983 and mid-1987. The main focus is Hmong resettlement in the United States, but material has been included on the Hmong in Southeast Asia and China. The principal language focus is English, but English-Hmong bilingual material is included. Topical divisions are the following: (1) Bibliographies; (2) Ethnography; (3) Linguistics; (4) Refugees/Resettlement Issues; (5) Physical and Mental Health; (6) Bilingual Materials; (7) Audiovisual Materials; and (8) Sources (a list of addresses of organizations that produce materials on Hmong/Southeast Asians, or that engage in refugee advocacy). An index of authors is provided. (FMW)

ED 297 960 SE 049 458

Grade 12 Diploma Examination: Physics 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Physique 30. Juin 1988.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 59p.; For January 1988 examination, see ED 293 711.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Translations (170)
DESCRIPTORS- *Academic Achievement; Foreign Countries; *Grade 12; High Schools; Objective Tests; *Physics; Science Education; *Science Tests; *Secondary School Science; Test Items
IDENTIFIERS- *Alberta

Physics 30 is a 12th-grade physics course for students in Alberta, Canada. This document is the major examination for the course. Both English and French versions are provided. Intended for administration during June, 1988, it contains 56 multiple-choice questions and three written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (CW)

ED 298 005 SO 018 002

Whiteside, Karen, Ed.
East Texas Quilts.
PUB DATE- 86
NOTE- 44p.; For related documents, see SO 018 000-007.
AVAILABLE FROM- Loblolly, Inc., Box 189, Garry, TX (Subscription $6.00 a year; single copies, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Design Crafts; Ethnography; *Folk Culture; *Handicrafts; Interviews; *Needle Trades; Rural Population; Secondary Education
IDENTIFIERS- *Texas (East)
Patchwork quilting is an original folk art in the United States. Pilgrims first used worn out scraps of cloth to make bed covers in an age of scarcity. Featured here are stories on East Texas Quilts, their origins, the love and hard work which goes into the making of a quilt (Ira Barr and others). The techniques needed to construct a quilt are described including designing the quilt, cutting the fabric, preparing the batting, putting the materials together, and adding additional designs with embroidery. Several photographs of local quilt designs are included. (BZ)

ED 298 021 SO 019 181

Parker, Franklin
Religion in Our Textbooks.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Censorship; *Controversial Issues (Course Content); Elementary Secondary Education; *Nineteenth Century Literature; *Religion; Religious Factors; Social Studies; *Textbook Content; Textbook Evaluation; *Textbooks; United States History; World History
IDENTIFIERS- Association for Supervision and Curriculum Devel; California; *Classics (Literature)
As the controversy over religion in the classroom increases, the presence of religious influences and foundations in history has become almost non-existent in textbooks, and classic literature is dropped in favor of reading texts that are "dumbed down" by readability formulas, that avoid anything that might offend influential interest groups, and that strive too hard to be cheerful, patriotic, multiethnic, nonsexist, and noncontroversial. Expressing dismay about the blandness of recent textbooks, the Association for Supervision and Curriculum Development (ASCD) issued a report that reflected its concern that religious principles were not taught as fundamental to world history. In 1987, the California Board of Education changed its social studies curriculum to include more facts in textbooks religion in history and called for a return of the classics in secondary literature classes. (DJC)

ED 298 035 SO 019 237

Philbin, Meg; Phillips, Rebecca
Marietta Celebration of Unity Case Study.
PUB DATE- 88
NOTE- 23p.; Some portions of the document may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Citizen Participation; Community; *Community Action; Community Attitudes; *Demonstrations (Civil); *Group Unity; Instructional Materials; *Local Issues; Racial Attitudes; Social Studies
IDENTIFIERS- *Ku Klux Klan; *Ohio (Marietta); Ohio (Washington County)
This case study concerns the forming of a Marietta, Ohio unity committee, entitled Citizens for Social and Racial Justice, in response to the local Ku Klux Klan's (KKK) request for a parade permit in order to demonstrate against blacks in this city. Marietta, the county seat of Washington County, Ohio, has a population composed of both white and black citizens. The committee's objectives included: (1) celebrating unity as a community of people; (2) demonstrating opposition to the KKK's objectives and presenting alternative goals; (3) educating children through positive examples; and (4) demonstrating in a peaceful and nonviolent manner. The case study describes the planning of a proposed unity walk and rally to coincide with the KKK demonstration, tensions and conflicts between unity committee members and city officials, security procedures, and post-unity celebration activities. The document provides: (1) the unity celebration schedule of events; (2) guidelines for appropriate demonstration behavior; (3) selected newspaper articles; and (4) demonstration route maps. Appendices include: (1) a 1923 article from the KKK newspaper, "The Klan-Kraft"; (2) a copy of a cryptic hate-letter; and (3) a newspaper article by Geraldine Parker, entitled "Sheltered Slaves Escaping from South 'Underground Railroad' Ran through Washington County." (JHP)

ED 298 075 SO 019 576

Schenk, Robert E.
Economics: An Analysis of Unintended Consequences. Volume 2: Introduction to Macroeconomics.
PUB DATE- 88
NOTE- 248p.; For volume 1, see SO 019 575.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; Business Cycles; Course Content; Curriculum Guides; *Economics; *Economics Education; High Schools; Instructional Materials; Monetary Systems; Social Studies
IDENTIFIERS- *Economic Theory; *Macroeconomics

This curriculum guide emphasizes that economics is a method of thought or analysis and highlights the teaching of macroeconomic concepts. Definitions of economics, economic actions and their results, individual and group relationships, and supply and demand principles are reviewed. Macroeconomic concepts that are introduced include: (1) economic catastrophes; (2) measuring economic aggregates; (3) economic interrelationships; (4) financial markets; (5) money; (6) banking; (7) business cycles; (8) income and expenditures; (9) the labor market; (10) economic synthesis; (11) feedback problems; and (12) the government and economic policy. Tables and charts are included. (JHP)

ED 297 902 RC 016 657

Friend, Ronn E.
Skills Information System Review: A Report of Findings and Recommendations.
National Association of State Directors of Migrant Education.
PUB DATE- 3 Dec 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Evaluation Methods; Mathematics Skills; Migrant Children; *Migrant Education; Oral Language; *Program Evaluation; *Reading Skills; *Skill Analysis; Student Records; *Training Methods
IDENTIFIERS- Migrant Education Program; Migrant Student Record Transfer System; *Skills Information System
This report is a review of findings and recommendations following a study by the Migrant Student Record Transfer System (MSRTS) Committee of the National Association of State Directors of Migrant Education (NASDME). The assessment of NASDME's Skills Information System (SIS) was initiated in September 1984 and completed in December 1985. Section 1 of the report gives historical background of SIS, which is designed to distribute information in four categories--reading, mathematics, early childhood and oral language--to teachers of migrant children throughout the country. Section 2 provides details about data sources, surveys, and information collection. Section 3 includes information on the four SIS committees and various sub-committees working on the project, their responsibilities and general recommendations for altering SIS's manuals and publications. Appendix A of the report offers the "MSRTS Skills Information Survey" and a tally of the survey responses. Appendix B shows proposed revisions of the "Reading Skills" checklist for evaluating migrant students' skills. Appendix C shows proposed revisions of the "Math Skills" checklist. Appendix D shows proposed changes in the "Oral Language Skills" checklist. Several charts are included in the document. (TES)

ED 297 916 RC 016 723

Mu'min, Ridgely A.; And Others
Public Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.
PUB DATE- 3 Feb 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (85th, New Orleans, LA, January 31-February 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agriculture; Farmers; *Majority Attitudes; *Minority Groups; Place of Residence; *Political Attitudes; *Public Opinion; Public Policy; *Rural Urban Differences; Social Attitudes
IDENTIFIERS- *Farm Policy; Food Distribution Programs; Food Stamp Program
There are few racial or urban/rural differences in public attitudes toward agriculture and government agricultural policies. The Farming in American Life Study, a collaborative effort by 14 land grant institutions in the South and Midwest, gathered 3,239 completed questionnaires from a national stratified random sample for a completion rate of 46 percent. Statistical weighting made respondent categories representative of national proportions. In general, perceptions about agriculture were favorable, with no salient differences by race or residence. However, minority group members were significantly more likely to support government food programs than majority group members. Differences on many issues tend to be greater between urban and rural minorities than between urban and rural whites or between the races. Compared to rural minorities, urban minorities were less likely to support government price supports and the preservation of the family farm, and more likely to support farm ownership by the farm operator, payment of higher taxes by corporate farms, and government policies associated with low food prices. Several contradictory results suggest a lack of understanding by all groups of the relationships among food prices, prices paid to the farmer, food programs, and farm support programs. The report includes 8 data tables and 19 references. (SV)

ED 298 047 SO 019 252

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 83
NOTE- 195p.; Several pages and the art reproductions may not reproduce well. For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)

DESCRIPTORS- Art History; *Bilingual Education; Blacks; Catholic Schools; Civil Liberties; Cognitive Ability; *Creationism; Educational Development; *Educational History; Educational Practices; Educational Research; Females; *Public Schools; Racial Bias; Religion; Teaching (Occupation); *Unions
IDENTIFIERS- Art Criticism; *Depression (Economic 1929); *Urban League

The papers of this proceedings are organized into four parts : religion and education; the politics of urban education; issues in minority education; and concepts of childhood. The first paper in part 1 "I will Declare What He Hath Done for My Soul: Female Conversion Narratives in the Early Nineteenth Century" (V. L. Brereton) explores the conversion experience that led women into teaching and missionary work. "By the Bowels of God's Mercy: Protestant and Catholic Responses to Educational Development in Cincinnati, 1830-55" (F. M. Perko) describes the Catholic and Protestant influences on the common schools and the Catholic progression towards parochial schools. "Creationism vs. Evolution: Challenge to Educators" (F. Parker) relates the history of the Creationists' activities. Part 2, "Out of the Cloister of the Classroom: Political Activity and the Teachers of Detroit, 1929-39" (J. Mirel), describes the political issues of the Depression era that caused teachers to unionize. Part 3 "A History of the Social and Educational Programs of the Urban League of Pittsburgh, 1918-1932" (W. E. Bickel and D. T. Martin) contains the history of the Urban League of Pittsburgh's organization. "The Educating of Minority Children: Nothing New under the Sun?" (T. Reagan) outlines the arguments against native language instruction addressed in Dr. Charles Orpen's booklet that was published in Ireland in 1821. "Social Darwinism, Race, and Research" (F. P. Besag) presents the point of view that the originators of educational research were racists who stressed the cognitive differences between groups rather than their similarities. Part 4, "'Real Children' in Ancient Greek and Roman Art" (J. J. Chambliss), describes artworks that show that children were not always represented with adult features. The program, the business meeting's minutes, and the directory of attendance are included. (DJC)

ED 298 060 SO 019 289

Farris, Catherine S.
The Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
PUB DATE- 27 Mar 88
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for Asian Studies (San Francisco, CA, March 25-27, 1988). Derived from "Language and Sex Role Acquisition in a Taiwanese Kindergarten: A Semiotic Analysis", (unpublished Ph.D. dissertation) by Catherine S. Farris.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Child Language; *Chinese Culture; Communication Research; Discourse Analysis; Early Childhood Education; Foreign Countries; Kindergarten; *Kindergarten Children; Language Acquisition; Language Patterns; Language Styles; Language Usage; *Language Variation; Semiotics; Sex; *Sex Role; *Sexual Identity
IDENTIFIERS- *Social Roles; *Taiwan (Taipei)
This research study explores how sex role identity is related to the learning of communication and socialization processes in a Taiwanese kindergarten. The study hypothesized that undifferentiated baby-style verbal and nonverbal communication patterns are superceded with styles that become increasingly gender-linked, and language is viewed as a primary means by which children are socialized into gender roles and identities. This paper identifies related language and gender research studies and describes a specific study completed in Taipei (Taiwan) in 1984. Gender linked differences are illustrated in printed excerpts from two recorded children's dialogues. Results indicate that a patriarchical social order continues to exist in urban Taiwan. Gender roles that advocate unequality between the sexes are learned as part of verbal and nonverbal communication patterns, and children acquire and practice gendered meanings that indicate a developing understanding of their proper places in the larger social order. Tables and a 30-item bibliography are included. (JHP)

ED 298 092 SP 030 482

Hirst, Lois A.; Slavik, Christy
Using Traditional Teaching To Expand Language Development and Critical Thinking.
PUB DATE- Jun 88
NOTE- 18p.; Paper presented at the Annual International Native American Language Issues Institute (8th, Phoenix, AZ, June 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; Cognitive Processes; *Critical Thinking; *Curriculum Development; Elementary Secondary Education; *Figurative Language; *Oral Interpretation; Symbols (Literary); Teaching Methods; *Teaching Models

Mass education in the United States from its inception was concerned with inculcating routine abilities, simple computation, reading basal texts, and reciting religious and civic codes. It did not take into consideration interpretation or creativity. Native Americans have had difficulty fitting into this mold of standardization. Traditional Native American teaching centered on interpretation and creativity. The use of legends and fables for teaching important life skills and understanding the world around them encouraged students to become independent creative thinkers. Students of traditional teachers were proficient in language and problem solving. Understanding and interpreting the message of stories was one of the primary means of teaching language and critical thinking. We propose a curriculum model which relies on traditional teaching methods and uses Native American legends and fables to encourage the development of language proficiency and critical thinking. The model is based on oral tradition, but expands to include recent trade books written about Native American life and legends. It reflects the change from a single society to that of a more global world bringing in stories from various tribal groups. It is intended to enhance proficiency in both native language and English. The model brings back to Native Americans the traditional teaching which encouraged interpretation and creativity and makes them the center of the curriculum. (Author)

ED 298 155 TM 012 252

Robey, Randall R.; Barcikowski, Robert S.
The Number of Iterations in Monte Carlo Studies of Robustness.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; *Monte Carlo Methods; Simulation; *Statistical Significance
IDENTIFIERS- Confidence Intervals (Statistics); Iterative Methods; *Robustness; *Type I Errors
A recent survey of simulation studies concluded that an overwhelming majority of papers do not report a rationale for the number of iterations carried out in Monte Carlo robustness (MCR) experiments. The survey suggested that researchers might benefit from adopting a hypothesis testing strategy in the planning and reporting of simulation studies. This paper presents a table of the number of iterations necessary to detect departures from a series of nominal Type I error rates based upon hypothesis testing logic. The table is indexed by effect size, by significance level, and by power level for the two-tailed test that a proportion equals some constant. An alternative approach based upon the construction of a confidence interval is discussed and dismissed. The MCR research design demands an adequate definition of robustness and a sufficient sample size to detect departures from that definition. (Author/TJH)

ED 298 185 UD 025 921

Kroeger, Marianne
Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).
North Central Regional Educational Lab., Elmhurst, Il.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 7 Feb 87
NOTE- 31p.; The conference was co-sponsored by the North Central Regional Education Laboratory.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropouts; *Educationally Disadvantaged; Educational Policy; *Educational Quality; Elementary Secondary Education; Higher Education; *High Risk Students; Instructional Improvement; *Low Achievement; Nontraditional Education; *Special Programs; Urban Education
The 1987 conference on "Success for At-Risk Students" focused on the following types of students: (1) school dropouts; (2) teenage parents; (3) students with truancy problems; (4) young offenders; (5) substance abusers; (6) the poor; (7) those isolated in rural areas; and (8) students who have chronic difficulties with school work. The conference provided an opportunity for education professionals to analyze policies, programs and services for at-risk students and to examine alternatives to traditional educational systems. No immediate preventions or cures were presented, but suggestions were made for optimistic, persistent approaches in meeting the challenge of at-risk students. Summaries of eight presentations are given. The titles of 54 sessions are listed. (VM)

ED 297 961 SE 049 459

Fullilove, Robert E., III

Images of Science: Factors Affecting the Choice of Science as a Career.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Sep 87
NOTE- 96p.; Prepared for the assessment "Educating Scientists and Engineers: Grade School to Grad School."
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Attitude Measures; Career Awareness; *Career Choice; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Females; *Literature Reviews; *Mass Media Effects; Mathematics Education; Media Research; Minority Groups; Science Education; *Secondary School Mathematics; *Secondary School Science; Sex Differences; Student Attitudes

Many feel that the number of high school students electing to enter careers in science and engineering is shrinking and that the United States needs to improve the potential pool in order to remain competitive in the international technology and research areas. This report attempts to describe the dimensions of the problem this nation faces in producing enough scientists and engineers, and how images of science may affect whether American students choose careers in science. Literature is surveyed in various areas including: (1) "Images of Science"; (2) "Measuring Attitudes to Science"; (3) "Structural (Non-Attitudinal) Factors in Science Career Choice" (including tracking, family factors, and factors affecting career choice); (4) "Media, Youth and Career Choice"; (5) "School Achievement in Science and Mathematics" (including the math crisis, and peers, academic aptitude and academic achievement); and (6) "Excellence, Academic Achievement, and Mathematics." A bibliography including 47 books and reports, and 118 articles is appended. (CW)

ED 297 976 SE 049 478

Swarder, Steve
Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Competency.
PUB DATE- Apr 87

NOTE- 78p.; A study at Saddleback College, Mission Viejo, CA.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; *College Mathematics; *Community Colleges; Higher Education; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Mathematics Tests; Minimum Competencies; *Minimum Competency Testing; State Colleges; *Two Year College Students; Undergraduate Study
IDENTIFIERS- Saddleback College CA

This study was designed to determine the level of support among Saddleback College (California) students and faculty for maintaining the current exclusivity of the Mathematics Department in certifying student competence in mathematics as required for the associate degree. The study also identified current practices used by California community colleges to determine student competence in mathematics for the associate degree. The level of College support was measured using an opinion survey of full-time faculty members and the students enrolled in courses during the fall 1986 semester that satisfied the associate degree general education requirement in communication skills and critical thinking. Current practices employed by the 105 California community colleges were identified through a review of the catalog of each college and direct contact with the mathematics department chair of each of the 10 colleges for which the catalog supplied insufficient information. It was concluded that a high level of support existed for the exclusivity of the Mathematics Department in certification of student mathematics competence. (Author/PK)

ED 298 125 SP 030 558

Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge and Earn the Presidential Fitness Award.
President's Council on Physical Fitness and Sports, Washington, D.C.
PUB DATE- 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Awards; *Body Composition; Elementary Secondary Education; *Exercise; Health Education; Motivation; Muscular Strength; *Physical Fitness; *Program Development; *Self Actualization

This guidebook for a self-directed physical fitness program offers information on: (1) What is physical fitness; (2) How is physical fitness measured; (3) What is body composition; (4) How to improve fitness; (5) What is the new presidential physical fitness award program; and (6) What exercises qualify for the Presidential Fitness Award. A fitness quiz with answers is included. (JD)

ED 297 929 SE 046 595

Teacher's Guide to Advanced Placement Courses in Biology.
College Board, New York, NY.
PUB DATE- 84
NOTE- 96p.
AVAILABLE FROM- The College Board, 45 Columbus Ave., New York, NY 10023-6917 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Courses; *Advanced Placement Programs; *Biology; College Science; *Course Descriptions; Laboratory Experiments; Science Education; Science Experiments; Science Instruction; Secondary Education; *Secondary School Science; Surveys

The College Board's Advanced Placement (AP) biology program is explained and options within it are explored in this guide for teachers. Experienced AP biology teachers were surveyed for information concerning approaches that were effective in their programs. Descriptions and suggestions from the 14 respondents are reported in the area of: (1) course content (reviewing topics covered in the course); (2) identification of AP students (explaining course prerequisites and selection processes); (3) time management (discussing scheduling problems and formats); (4) laboratory equipment (stating how laboratory needs could be addressed); (5) textbooks (listing frequently used materials); (6) course descriptions (offering program overviews of 14 successful courses); and (7) sample laboratory exercises (containing explanations and procedures for 21 investigations). (ML)

ED 298 006 SO 018 003

Heaton, Moss, Ed.
Arthur Smith, Local Baptist Pastor.
PUB DATE- 85
NOTE- 60p.; For related documents, see SO 018 000-007.
AVAILABLE FROM- Loblolly, Inc., Box 189, Garry, TX (Subscription $6.00 a year; single copies, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Childrens Games; Ethnography; *Folk Culture; Local History; Monologs; Narration; Personal Narratives; *Rural Areas; Rural Population; Secondary Education; *Story Telling
IDENTIFIERS- *Texas (East)

Written and published by the students at Gary High School this volume has three articles dealing with East Texas life. The first "Arthur Smith" (David Hancock and others) is an account of growing up in Marion County, Texas is described by the local Baptist minister. The pastor begins with the year of his birth and gives detailed information about such things as gathering wild fruit, vegetables, and tanning squirrel hides for shoe-string leather. The second article, "Outhouses," (Allen Gilpatrick and others) describes what life was like without indoor bathrooms. The third article, "Marbles," (Anthony Templeton and others) describes the conventions of playing marble games in the United States. (BZ)

ED 298 022 SO 019 196

Boyce, Mary
A Last Stronghold of Traditional Zoroastrianism. Teaching Aids for the Study of Inner Asia, No. 7.
Indiana Univ., Bloomington. Asian Studies Research Inst.
SPONS. AGENCY- Association for Asian Studies, Ann Arbor, Mich.
PUB DATE- 77
NOTE- 33p.; For related document, see SO 019 107.
AVAILABLE FROM- Research Institute for Inner Asian Studies, Indiana University, Goodbody Hall 334, Bloomington, IN 47405 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Culture; Higher Education; Instructional Materials; *Religion; Religious Cultural Groups; Secondary Education; *Social History; Social Studies; Units of Study
IDENTIFIERS- India; Iran; *Religious Practices; Rituals; *Zoroastrianism

Zoroastrianism, an ancient religion dating back to the Iranian Stone Age, is still practiced in areas of Iran and India. Following centuries of oppression under Muslim rule in Iran, the adherents are located today in remote areas and only recently have welcomed unbelievers into their fire temples to view the sacred fire (Atash Bahram) and the humble fires (Dadgah). The Zoroastricians believe in one God (Ahura Mazda), and their daily religious practices incorporate living a moral life and adhering to strict laws of purity. The religious calendar contains the seven holy festivals (gahambars), one to honor each of the Holy Immortals, and a multitude of family festivals financially supported by individual villagers. An important feature of Zoroastrianism is the rituals associated with death, considered the greatest source of impurity. The villagers who care for corpses are considered impure and are treated as if suffering from an infectious disease. The rituals associated with the festivals and death are described as they were witnessed at Sharifabad in Iran. The document concludes with a six item bibliography. (DJC)

ED 298 076 SO 019 597

Patrick, John J.
Teaching the Bill of Rights. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-88-9
PUB DATE- Oct 88
NOTE- 4p.
CONTRACT- RI88062009
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adults; *Citizenship Education; Civics; *Civil Liberties; Civil Rights Legislation; Critical Thinking; Curriculum Enrichment; *Educational Assessment; Elementary Secondary Education; Law Related Education; *National Surveys; *Political Attitudes; School Surveys; Secondary School Students; Social Studies
IDENTIFIERS- Amendments; *Bill of Rights; Constitutional Processes; ERIC Digests; *United States Constitution

This ERIC Digest on teaching about the Bill of Rights in the schools examines the status, the deficiencies, and means to improve citizenship education. Currently, the Bill of Rights is taught at least four times during the elementary and secondary grades. Constitutional rights and liberties are stressed in K-12 curriculum goals for social studies guides published by local school districts, state departments of education, and the National Assessment for Educational Progress. A thorough understanding of the Bill of Rights is necessary for responsible citizenship, but a variety of surveys of U.S. adults and high school students revealed that they are not retaining important knowledge, values, and attitudes about constitutional rights and liberties. The deficiencies that were noted in these surveys are: (1) ignorance of the content and meaning of the Bill of Rights; (2) civic intolerance in application of constitutional liberties and rights; (3) misunderstanding of the federal judiciary's role in regard to Bill of Rights issues; and (4) inability to rationally analyze and judge issues. To improve this educational process, the Digest suggests: (1) teaching core concepts systematically through a rule-example-application strategy; (2) using case studies to teach skills in analyzing and judgment; and (3) establishing and maintaining an open classroom environment so that issues can be discussed. A 15-item reference and ERIC resources list is included. (DJC)

ED 298 141 TM 012 226

Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
Texas Education Agency, Austin.
REPORT NO.- GE8-302-02
PUB DATE- Mar 88
NOTE- 118p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Basic Skills; Classroom Techniques; Cognitive Processes; Educational Assessment; Elementary Secondary Education; *English Instruction; Journalism Education; *Library Instruction; *Mathematics Instruction; Problem Solving; *Reading Instruction; Research Reports; *Science Instruction; Social Studies; Writing Instruction
IDENTIFIERS- *Higher Order Skills; Texas; *Thinking Skills

Twenty-three papers on the use of higher order thinking approaches to improve basic skills education are presented. The key note article is (1) "A Case for Higher Order Thinking" (G. Garcia, Jr.). Under the heading "English Language Arts" are: (2) "Developing an Elementary Writing Program" (K. Contreras); (3) "Revision in the Writing Process" (L. van Allen); and (4) "Thinking Skills in Journalism and Speech Communication" (L. Richard). Under "Library Media" are: (5) "Thinking Experiences Are Library Experiences" (J. Kahler); and (6) "Thinking Skills and High School Libraries" (M. Boyvey). Under "Mathematics" are: (7) "Putting Computation in Its Place: Technology As a Bridge To Thinking" (C. S. Peavler); (8) "Problem Solving through Graphing" (R. J. DeValcourt); (9) "Using Geometry To Teach Problem Solving in Junior High" (B. Montalto); (10) "Thinking in Mathematics and the TEAMS Exit Test" (B. Hopkins); and (11) "Developing Thinking in the Fundamentals of Mathematics Class" (B. Montalto). Under "Reading" are: (12) "Thinking and Literature: A Plan for Prekindergarten and Kindergarten Teachers" (A. Beckett); and (13) "Thinking and Literature: A Plan for Seventh and Eighth Grade Reading Improvement" (C. Davis and M. Paulissen). Under "Science" are: (14) "Elementary Science REACHing Excellence" (B. ten Brink); and (15) "Thinking Skills and Secondary School Science" (K. Jbeily). Under "Social Studies" are: (16) "Questioning Strategies in Social Studies" (L. Grigar); (17) "TEAMS Skills in Social Studies" (D. Ketteman); (18) "Teaching Thinking in Secondary Social Studies" (E. Tyrone); and (19) "Think Citizenship!" (D. Ketteman). Under "More Thoughts" are: (20) "Thinking in Advanced Language Honors Courses: A Model" (I. Garcia); (21) "Thinking in the Fine Arts" (J. Sommer, J. Rollins, K. Wheetley); (22) "Helping Young Children Think" (A. Beckett); and (23) "Instruction and Assessment Must Match" (S. Wiedemann). (TJH)

ED 298 171 TM 012 320

Plake, Barbara S.; Melican, Gerald J.
Prediction of Item Performance by Expert Judges: A Methodology for Examining the Impact of Correction-for-Guessing Instructions on Test Taking Behavior.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Guessing (Tests); Higher Education; Mathematics Tests; Minimum Competency Testing; *Multiple Choice Tests; *Prediction; Professors; *Scoring Formulas; *Test Construction; Testing Problems; Test Items
IDENTIFIERS- *Correction for Guessing; Nedelsky Method; Professional Judgment
A methodology for investigating the influence of correction-for-guessing directions and formula scoring on test performance was studied. Experts in the test content field used a judgmental item appraisal system to estimate the knowledge of the minimally competent candidate (MCC) and to predict those items that the MCC would omit on the test under correction-for-guessing and formula scoring directions. The ability of these experts to anticipate test behavior correctly was examined using a 28-item five option multiple choice mathematics achievement test requiring a clear statement when an item was omitted. A total of 156 students at a large midwestern university in the fall of 1985 took the examination. Ten professors using the Nedelsky method served as judges. The judges did a reasonable, although imperfect, job of picking items to be omitted. Results suggest that expert judgment may be used to assist researchers in formula scoring studies. (SLD)

ED 297 945 SE 049 420

Lips, Hilary M.
The Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 88
NOTE- 151p.
GRANT- 410-85-1120
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Freshmen; College Graduates; *College Mathematics; *College Science; *Course Selection (Students); Females; Higher Education; Mathematics Education; Physical Sciences; Science Education; Sex Bias; *Sex Differences; Student Interests; *Undergraduate Students

The tendency of female students to avoid mathematics and science courses has been of concern to many researchers. The concern stems from the fact that avoidance of these academic areas places young women in a position of reduced choice with respect to careers. This research examined mathematics and science related attitudes and behaviors among male and female university students. The project consisted of three studies. The first involved a follow-up of female university students who had participated in an earlier study. These students were contacted and asked questions about jobs and careers. Analyses were run to determine the adequacy of different measures in predicting the actual career choices of these women with regards to mathematics and science. The second study analyzed the results of a questionnaire given to male and female first-year full-time university students to measure attitudes and intentions about mathematics and science, and background information. Gender differences related to a number of attitudes and behaviors were examined. In the third study, first-year male and female mathematics and science students were questioned in order to investigate the factors predictive of persistence in mathematics and science courses once enrolled. Conclusions are drawn from each of these studies. (CW)

ED 297 991 SE 049 621

Rosser, Sue V., Ed.
Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene Series.
REPORT NO.- ISBN-0-08-035557-9
PUB DATE- 88
NOTE- 168p.; For other publications in this series see SE 049 619-620.
AVAILABLE FROM- Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 ($14.95 paperback--ISBN-0-08-03557-9; $30.00 hardcover--ISBN-0-08-035558-7; postage and handling extra unless prepared by check, allow five weeks for delivery).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- College Science; *Essays; Females; *Feminism; *Health Occupations; Health Services; Higher Education; *Professional Occupations; Science and Society; Science Education; *Sciences; Technical Occupations; *Womens Studies

Many have observed the impact of feminism on various disciplines and professions of the humanities and social sciences as more women entered those fields. The feminist perspective helped to transfer some of the traditional theories and methodologies of those disciplines. It was assumed by many that the sciences were likewise changing. This collection of essays reviews and re-evaluates the impact of feminism on the sciences. An introduction by Sue V. Rosser gives an overview of the issues and the essays presented in this volume. Chapters include: (1) "Where are the Women in the Physical Sciences?" (Betty M. Vetter); (2) "Gender Bias in Archeology: Here, Then and Now" (Joan M. Gero); (3) "Women in Public Health: Changes in a Profession" (Jennie J. Kronenfeld); (4) "Contemporary Concerns of Women in Medicine" (Joan M. Altekruse and Susanne W. McDermott); (5) "Science and the Construction of Meanings in the Neurosciences" (Ruth Bleier); (6) "The Impact of Feminism on the AAAS Meetings: From Nonexistent to Negligible" (Sue V. Rosser); (7) "The Response of the Health Care System to the Women's Health Movement: The Selling of Women's Health Centers" (Nancy Worcester and Marianne H. Whatley); and (8) "Beyond Compliance: Towards a Feminist Health Education" (Marianne H. Whatley). The concluding essay, by Sue Rosser, is entitled "The Need for Women and Feminism to Overcome Resistance in Science and Health Care." (CW)

ED 298 036 SO 019 241

Women in the Work Force: Supreme Court Issues. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.
PUB DATE- 30 Sep 86
NOTE- 122p.; Serial No. 99-135. Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC, 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Affirmative Action; *Employed Women; *Employment Practices; Equal Opportunities (Jobs); *Females; Hearings; *Labor Force; Sex Discrimination; Sexual Harassment
IDENTIFIERS- Congress 99th; *Issues Approach; *Supreme Court
This U.S. Congressional hearing, chaired by Representative Matthew G. Martinez (California), focuses on women in the work force. Issues, such as equal participation, pay, and advancement, along with sex discrimination and sexual harassment, are addressed. Testimony and written statements were presented by representatives from District of Columbia based institutions and organizations. Those representatives who gave speeches included: (1) Sarah E. Burns, Assistant Director, Georgetown University Law Center, Sex Discrimination Clinic; (2) Lorence Kessler, Attorney McGuiness & Williams; (3) Jill Emery, Acting Director, Women's Bureau, U.S. Department of Labor; (4) Nancy Krieter, Research Director, Women Employed Institute; (5) Marcia D. Greenberger, Managing Attorney, National Women's Law Center; (6) Cynthia Marano, Executive Director, Wider Opportunities for Women; and (7) Claudia Withers, Staff Attorney, Women's Legal Defense Fund. Written statements were also provided by: (1) Suzanne E. Meeker, National Women's Law Center (in conjunction with Marcia Greenberger); (2) Olympia J. Snowe, Congressional representative (Maine); and (3) Ruth Zacarias, Women's Legal Defense Fund (in conjunction with Claudia Withers). (JHP)

ED 298 108 SP 030 529

Fitzpatrick, Kathleen A.
Time for Mastery.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Feedback; High Schools; Inservice Teacher Education; *Mastery Learning; Staff Development; *Student Evaluation; *Teaching Methods; *Time on Task
IDENTIFIERS- Collegiality; Illinois
The Time for Mastery Program was specifically designed to minimize the time costs of mastery learning by maximizing the use of instructional time to the fullest advantage. The program was implemented by three high school districts in suburban Chicago during the 1984-85 academic year. This article presents a brief description of the program, as well as a report of the outcomes realized thus far, and a discussion of implications for the design of staff development programs. The program is delivered through a five-day summer seminar and three on-day follow-up sessions during the first semester of school. In addition to the summer seminar and the follow-up sessions, the teachers are also trained in peer observation and coaching. The focus of the program centers on the positive alteration of two variables: instructional time and testing practices. The content of the program reflects a combination of instructional practices drawn from the findings of the research on classroom management and mastery learning. It is noted that one of the key factors that can be attributed to the success of the program is the commitment of time for staff development. (JD)

ED 298 156 TM 012 259

Bender, Timothy A.; Hom, Harry L., Jr.
Individual Differences in Achievement Orientation and Use of Classroom Feedback.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; *Achievement Need; Classroom Techniques; Elementary School Students; *Feedback; Grade 7; Grade 8; *Individual Differences; Junior High Schools; Reading Tests; *Student Motivation
IDENTIFIERS- *Motivational Orientation Scale
Individual differences in achievement orientation are compared with differences in gifted students' use of feedback on a classroom exam. The achievement orientation of 57 seventh- and eighth-grade gifted students was measured using the Motivational Orientation Scale (MOS). There were 33 males and 24 females. As part of their regular classroom experience, the students read a 16-paragraph fictional, anthropological report; answered a 30-item multiple-choice test covering the material; and received feedback within two minutes of completing the test. Two days later, all students completed the same test. Correct response and error analysis scores were compared with scores on the MOS. The analyses included regressional analyses and a full correlation matrix consisting of five motivation subscale scores, pre- and post-test scores, and conditional probabilities of five response patterns. Individual differences in motivational orientation was found to be related to post-test performance and the students' use of feedback. Four data tables and a flowchart conclude the document. (TJH)

ED 298 186 UD 025 969

Addressing the Causes of Youth Crime.
Human Rights Resource Center, San Rafael, CA.
PUB DATE- 87
NOTE- 34p.
AVAILABLE FROM- Human Rights Resource Center, 30 N. San Pedro Road, Suite #140, San Rafael, CA 94903 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; Crime; *Crime Prevention; Dropout Programs; Elementary School Students; Elementary Secondary Education; High School Students; Police Community Relationship; *Program Development; *Program Effectiveness; School Community Relationship; Violence; Youth; *Youth Programs
IDENTIFIERS- California (Marin County); California (Santa Fe Springs); New York (New York); Partnerships

This report comprises papers that discuss how grassroots organizations, police involvement, and partnerships with local government and boards of education can prevent youth from criminal involvement through participation in productive and enjoyable work and activities. The following articles are included: (1) "Police Officers Can 'Prevent' Crime: An Action Plan" (Trish Donahue), which suggests that line officers should work with community organizations to effect change; (2) "Excerpt: Making a Difference: Young People in Community Crime Prevention" (the National Crime Prevention Council), which surveys community crime prevention youth programs across the country; (3) "Addressing Crime: The City of Santa Fe Springs Model" (Antonio A. Lopez and Gustavo Velasco), which offers a model for crime prevention programs for preschool-age children through young adults; (4) "The Campaign for a Healthier Community for Children" (Dorothy Hughes), which describes the organization of a community effort in Marin County, California; (5) "At Close Range: How Community Groups Can Help Dropouts and The Ad Hoc Committee Against Crack" (Tom Pendleton), which describes two recent DOME projects that educate middle school students in Manhattan, New York; and (6) "Getting It Together" (Fred Persily), which recommends strategies for starting a community crime prevention program. (BJV)

ED 298 199 UD 026 329

Hill, Nancy; And Others
Resource Directory of Hispanic Educational Materials on Child Abuse Prevention.
Hispanic Health Council, Hartford, CT.
PUB DATE- 88
NOTE- 31p.
AVAILABLE FROM- Hispanic Health Council, 98 Cedar Street 3A, Hartford, CT 06106 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audiovisual Aids; *Child Abuse; Child Development; Contraception; Early Parenthood; *Family Planning; *Instructional Materials; Mental Health; *Multilingual Materials; *Parenting Skills; Pregnancy; Prevention; Self Concept; Spanish Speaking; Stress Management

This annotated resource directory lists brochures, booklets, audiovisual materials, charts, and other educational materials, most of which are available in both English and Spanish, that address the following issues: (1) child abuse; (2) child development; (3) parenting skills; (4) mental health; (5) self-esteem; (6) stress management; (7) family planning; and (8) teenage parenthood. Information on the distributor of each item is provided. (BJV)

ED 298 226 UD 026 361

Syropoulos, Mike; Leddick, Linda
High School Development Center: An Alternative School for Ninth and Tenth Grades. Executive Summary, 1986-87.
Detroit Public Schools, MI. Dept. of Evaluation and Testing.
PUB DATE- Dec 87
NOTE- 6p.; For the full report, see UD 026 362.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Behavior Problems; Experimental Programs; *Experimental Schools; Grade 9; Grade 10; *High Risk Students; High Schools; High School Students; *Program Effectiveness; Public Schools; *Remedial Programs; Student Problems; Truancy; Urban Schools
IDENTIFIERS- Detroit Public Schools MI; Michigan (Detroit)
The purpose of the High School Development Center, an alternative school in Detroit, Michigan, is to provide educational opportunities for 300 students identified as unsuccessful by principals of five high schools. Students in grades 9 and 10 are selected for the program if they exhibit two of the following: (1) very low academic achievement; (2) poor attendance; and (3) behavior problems. Evaluation of the Center was accomplished by analyzing and comparing trends in the number of violations of the Student Code of Conduct, attendance, and academic achievement of students at the Center with a carefully selected control group at the home schools, and by surveying students, parents, and teachers. This document presents a summary of the evaluation. Conclusions include the following: (1) no improvement was perceived in the safety and school climate at the home schools as a result of removing the students sent to the Center; (2) Center students showed greater improvement in academic achievement; (3) attendance rates for Center students decreased, while rates for the control group increased; and (4) the rate of Code of Conduct violations for Center students was lower than the rate for the control group. Responses from staff, students and parents were incorporated into a list of 11 recommendations for program improvement. (FMW)

ED 298 239 UD 026 376

Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988.
New York State Education Dept., Albany.
PUB DATE- Jul 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Board of Education Policy; Board of Education Role; Boards of Education; *Educational Finance; Educational Improvement; Educational Policy; Governing Boards; Government Role; *Policy Formation; School District Autonomy; School District Spending; *State Boards of Education; State School District Relationship
IDENTIFIERS- New York; *New York (New York); *New York State Regents; State City Relationship

The conduct of public education in New York State is a collaborative enterprise involving the Governor and Legislature, the Regents and the Commissioner of Education, and local boards of education. Although a decentralized system has given limited ability to the State Education Department, Legislature, and Governor to direct the use of funds or to know the specific purposes for which the funds are being spent, the Regents continue to support local autonomy. An analysis of trends in education from 1977 to 1983 reveals the following: (1) an emphasis on standards had increased; (2) standards had sagged; (3) America's competitiveness was questioned; and (4) in New York State, educational decline was exacerbated by a fiscal crisis in New York City (NYC). The following Regents/Department initiatives are discussed: (1) testing for competency standards; (2) reallocating Department resources; (3) developing programs for handicapped children; (4) establishing teaching as a profession; (5) directing attention to NYC; (6) linking schools with employment; (7) strengthening bilingual education; (8) directing vocational funds to cities; and (9) monitoring NYC schools. The implementation of the Regents Action Plan since 1984 is discussed. Problems and challenges are reviewed. Trends in monitoring are analyzed. Data are exhibited in 10 figures. Appendices provide discussions of the Fleischmann Commission and the Rubin Commission, both of which covered aspects of educational finance. (BJV)

ED 298 126 SP 030 565

Alabama Career Incentive Program. Observer Manual.
Georgia State Univ., Atlanta. Coll. of Education.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.
PUB DATE- 87
NOTE- 87p.; For related documents, see SP 030 566-567.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Methods; *Lesson Observation Criteria; *Observation; Rating Scales; Teacher Behavior; *Teacher Evaluation; Testing Programs

The manual describes the differences between low-inference observation and rating scales when evaluating teachers. Procedures for observing are set forth. The body of the manual defines and exemplifies the 115 items used on the observation instrument as well as the use of two other instruments used before and after the observation, i.e., the Conference Data Collection form and the Post-Observation form. The manual was revised after the norming study in preparation for the full-scale implementation of the Career Incentive Project. Copies of the three instruments are included. (Author/JD)

ED 297 903 RC 016 660

Horwood, Bert
Who Speaks for Wolf? Not Project WILD.
PUB DATE- Sep 87
NOTE- 19p.; This paper is a revised version of a presentation made to the Annual Conference of the Council of Outdoor Educators of Ontario (Ontario, Canada, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Elementary Education; *Environmental Education; *Instructional Material Evaluation; Opinion Papers; Teaching Guides; *Values; *Wildlife
IDENTIFIERS- Anthropocentrism; *Environmental Attitudes; *Project WILD

Project WILD, a Canadian elementary school curriculum supplement about wildlife and the environment, is seriously flawed in that it presents a human-centered view of the world while purporting to be unbiased. This anthropocentric perspective, in which humans are alienated from the environment and in control of nature by technological means, is in sharp contrast to the biocentric view, which emphasizes the relationships among all living things, including humans. Evidence of Project WILD's anthropocentric bias includes: (1) a preponderance of photographs of humans, human artifacts, and animals that humans like or resemble; (2) exclusion of humans from its scheme of wildlife classification; (3) lack of activities that teach the stated concept of wildlife's intrinsic value, although each of five other stated values has 9 to 15 teaching activities; and (4) lack of activities that illustrate man's position in the "food web." Although anthropocentrism has long been a fundamental assumption of European culture, it has failed to provide a sustained, healthy biosphere. There is a place in the curriculum for materials like Project WILD, provided they are suitably labeled, but there should also be room for criticisms of anthropocentric assumptions and presentations of the biocentric view. This paper includes 20 references. (SV)

ED 297 917 RC 016 724

Taylor, Gene
Hands on Science.
PUB DATE- 1 Apr 88
NOTE- 7p.; Paper presented at the Annual Conference of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; Elementary Education; *Elementary School Science; *Experiential Learning; Instructional Innovation; Science Activities; *Science Instruction; Student Attitudes; *Teaching Methods
Teaching science at the elementary school level requires an experiential approach to engage students' interest. One teacher at a small American Indian tribal school volunteered to teach one science lesson per week to each elementary class. Untrained in the techniques of teaching science to young children, he began with a discussion of the four steps of the scientific process: question, hypothesis, testing, interpretation. Student boredom and teacher despair led him to attempt a physical demonstration simulating a dust explosion in a grain elevator. This demonstration illustrated the steps of the scientific process and created student enthusiasm and involvement. Currently, most contemporary scientific knowledge is passed on via textbooks and rote memorization. In contrast, ancient Indian science was practical, involved a working knowledge of the environment, and was passed on to new generations via stories, games, and the experiences of daily life. Experiential instruction of contemporary science can be compatible with the native American viewpoint by using ordinary life experiences, shared in a scientific context. Such an approach requires an enthusiastic and innovative teacher but is well worth the extra effort. The report includes three references. (SV)

ED 297 930 SE 047 822

McKnight, Curtis C.; And Others

The Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.

Illinois Univ., Urbana. Dept. of Secondary Education.; International Association for the Evaluation of Educational Achievement, New York, NY.

SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.

REPORT NO.- ISBN-0-87563-298-X

PUB DATE- Jan 87

NOTE- 144p.

GRANT- NSF-OSA-84-70345

AVAILABLE FROM- Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820 ($8.00 plus $1.00 postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Assessment; Educational Research; Grade 8; Grade 12; *International Studies; *Mathematics Curriculum; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Surveys; Teaching Methods

IDENTIFIERS- *Mathematics Education Research; *Second International Mathematics Study

The Second International Mathematics Study investigated the status of the curriculum, achievement, and instructional practices at grades 8 and 12 in about 20 countries. The introductory first chapter explores the need for change in mathematics programs. Chapter two describes the achievement of U.S. students compared to others. At grade 8, U.S. students were slightly above the international average in computational arithmetic, well below the average in noncomputational arithmetic, average in algebra, and among the bottom 25% in geometry, while Japanese students obtained the highest scores. For grade 12, Hong Kong achieved highest, with Japan a close second. In the United States, the achievement of calculus classes was at or near the international average; precalculus students were substantially below average. Chapter three discusses the opportunity to learn; the United States was typically at or below average. Attitudes toward mathematics of United States and most other students were positive; attitudes of Japanese students tended to be negative, however. Chapter five discusses five deceptive explanations for the data. The sixth chapter considers the underachieving curriculum in terms of content and goals, while chapter seven discusses it in terms of opportunity to learn. Finally, the "road to renewal" is considered. Appendices include background information and data. (MNS)

ED 297 962 SE 049 460

Malone, Mark R.; Strawitz, Barbara M.
Relative Effects of Microteaching and Field Experience on Preservice Teachers.
PUB DATE- 17 Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; College Science; Higher Education; *Microteaching; *Preservice Teacher Education; Science Education; Student Teacher Attitudes; *Student Teacher Evaluation; Student Teachers; *Student Teaching; *Teaching Skills; Tests; Videotape Recordings
This paper presents the results of a study designed to determine whether preservice elementary teachers with a great deal of previous early field experience, but no previous microteaching experience, would benefit more from an additional science field experience in the local school systems or from an alternative science microteaching experience. Results showed that the microteaching group scored significantly better than the field experience group on three of the five instruments used to measure outcomes of the study. They scored significantly better on measures of science teaching skills, attitudes toward science, and science process skills. There were no significant differences between groups on measures of attitudes toward teaching science or on concerns about teaching science. The study concludes that integrating science microteaching with field experience in undergraduate methods courses is superior in developing science teacher skills, attitudes toward science, and science process skills than field experience alone. The lack of significant differences between groups on the measures of attitudes toward teaching science and science teacher concerns indicates that these attitudes and concerns are at least not negatively affected when field experience is somewhat decreased in order to implement a microteaching program. (Author/CW)

ED 297 977 SE 049 479

Buerk, Dorothy
Carolyn Werbel's Journal: Voicing the Struggle To Make Meaning of Mathematics. Working Paper No. 160.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 22p.
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Mathematics; *Content Area Writing; Creative Writing; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Instruction; Sex Differences; Student Attitudes; Writing (Composition)
This publication focuses on the work of one bright but math avoidant student in a writing seminar in mathematics. The introductory portion of the document explains the philosophy, goals, and activities of the seminar. The course is intended to provide opportunities for students in the humanities to experience mathematics as a discipline at once creative, intuitive, and historical, with special attention to the alienation of women from mathematics. Topics considered might include Pascal's triangle, the Pythagorean theorem, the Fibonacci sequence, the golden ratio, the roles of zero and the square root of 2 in the number system, and geometries beyond Euclid's. Through informal writing in a personal journal the students: (1) record their insights on the mathematical activities done in class; (2) record their reactions to the course and to writings about mathematics; (3) ponder their views of mathematics as a field of knowledge and their recollections about being taught mathematics; and (4) develop their ideas for use in the writing of short essays. After this general discussion, excerpts from the student's journal are presented in the second half of the paper. (PK)

ED 298 007 SO 018 004

Heaton, Moss, Ed.
Mission Dolores and Jim Corbin.
PUB DATE- 85
NOTE- 60p.; For related documents, see SO 018 000-007.
AVAILABLE FROM- Loblolly, Inc., Box 189, Garry, TX (Subscription $6.00 a year; single copies, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian History; Ethnography; *Folk Culture; Interviews; Legends; Local History; Monologs; *Mythology; *Narration; Rural Areas; Rural Population; Secondary Education; Spanish Culture; *Story Telling; United States History
IDENTIFIERS- France; Spain; *Texas (East)

Written by history students at Gary High School, Gary, Texas, this issue includes two articles relevant to East Texas history. "Mission Dolores and Jim Corbin," (Moss Heaton and others) is a summary of material presented by Professor James Corbin about the early Spanish presence in East Texas. The first attempt at setting up a mission was in 1690 but that establishment did not survive. The Spanish were ostensibly interested in saving the Indians through Christianity, but fundamentally they did not want the territory to fall into the hands of the French. The second article, "The Joe Shields Hanging," (Moss Heaton and others) recounts the story of Joe shields a local legend in East Texas. The several versions of the events leading up to the hanging are told. In addition the murder trial and court records are reviewed. (BZ)

ED 298 061 SO 019 291

Interpretations: A Student Journal of Historical Writings, 1988.
Oak Park - River Forest High School, Oak Park, Ill.
PUB DATE- May 88
NOTE- 74p.; Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Collected Works - Serials (022)
DESCRIPTORS- High Schools; High School Students; *History; Social Studies; Student Projects; *Student Publications; Student Research

This booklet features a selection of student prepared essays, poetry, research papers, and reviews about various historical subjects and social studies-related areas. These collected works include: (1) "To the Mayan Ruins at Chichen-Itza, Mexico" (W. McClure); (2) "Corruption in Collegiate Athletics and How It Damages the Student Athlete's Education" (D. Armstrong); (3) "The Presence of Evil in the World" (J. Lemley); (4) "Epidemics and Society: The Plague, AIDS and Their Implications" (L. Bolchert and others); (5) "The West, Islam, and the Crusader Mentality" (B. Laffler); (6) "On Governmental Legitimacy" (L. Jacob); (7) "The Emerging Nation State in Central Europe: Conservative Diplomacy in German Civil War and Italian Risorgimento" (B. Perman); (8) "We Are Not Russians: A Plea for Baltic Independence" (K. Christmas; M. Duda); (9) "Are All Revolutions the Same?" (C. Nelson); (10) A review of "The Progressive Era and the Reform Tradition" by Dewey Grantham (B. Arkenberg); (11) "Some Quotes on History"; (12) "Abolitionist Tactical Thinking as Seen through Means and Ends in American Abolitionism" (S. Ostertag); (13) "The Child" (M. Farruggia); (14) "Images and Realism in 'The Great Gatsby'" (B. Donovan); (15) "Leonardo Da Vinci (1452-1519)" (S. Hoisington); (16) "Victors' Justice? The Tokyo War Crimes Trial" (S. Smith); (17) "World War II Headlines: Clippings in a Cardboard Box" (A. Bowen); and (18) "Death: Realizing One's Own Mortality" (K. Bolonik). (JHP)

ED 298 093 SP 030 483

Shibles, Mark R.
School Leadership Preparation: A Preface for Action.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 88
NOTE- 24p.
AVAILABLE FROM- AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Administrator Responsibility; Educational Change; Higher Education; *Leadership Training; Professional Development; *Program Content; Program Development; *State Standards; Teacher Education Programs; Teacher Recruitment
School administrators risk becoming an anachronism if their preparation programs in schools, colleges, and departments of education do not respond to calls for change in preparing them for professional leadership functions. Provided in this report is a discussion of the status of educational administration, including state initiatives for reform and criticism of current preparation programs. Also proposed for deliberation are recommendations for restructuring educational administration programs in schools, colleges, and departments of education. The recommendations are divided into seven categories: program content, program structure, recruitment and selection, instructional approaches, student research, professional development programs, and university faculty. (JD)

ED 298 172 TM 012 321

McLarty, Joyce R.
The Reporting Perspective.
PUB DATE- Apr 87
NOTE- 108p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987) and the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Professional Development; *Scores; State Programs; *Teacher Evaluation; Teacher Qualifications; Test Interpretation; *Test Manuals
IDENTIFIERS- *Teacher Candidates; Teacher Competency Testing; *Tennessee Career Ladder Program
The "Career Ladder Technical Manual: A Guide To Interpreting Your Scores. Teacher Edition, 1986," of the Tennessee Career Ladder Evaluation System, is reviewed. Intended as a guide for the teacher candidate to interpreting test scores, the manual explains the score report for a lay audience. Raw scores and standard scores are explained. The creation of domain total scores and the multiple step common items equating process are discussed. Reference tables provide means, standard deviations, raw score ranges, and weights for each score so that candidates can verify the accuracy of the scoring calculations. This manual is a unique approach to making the workings of a complex assessment system accessible to the candidates. It allows teachers to see the level for which they are qualified and whether they are eligible to participate in the Accelerated Career Development Program. A draft of the manual, which constitutes the bulk of this document, is appended. (SLD)

ED 298 213 UD 026 346

Ascher, Carol
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 4p.
CONTRACT- RI-88062013
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free, include stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Administrative Problems; Compensatory Education; Curriculum Problems; *Economically Disadvantaged; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; *Extended School Year; Parent Influence; Remedial Programs; Secondary School Students; Summer Programs; *Summer Schools; Supplementary Education; Teacher Effectiveness; Urban Schools; *Year Round Schools
Recent research shows no significant educational benefits from providing summer schools, extended school years, or year-round schooling to disadvantaged students. However, the severe educational difficulties faced by these students, combined with the many practical reasons for deviating from the traditional school year, are strong reasons why educators continue to hope for improvements in student achievement from these programs. While it is unfair to expect such improvements without a clear picture of how students learn over time, it is also clear that the programs themselves are in need of improvement. Program management problems associated with summer school include the following: (1) short duration; (2) loose organization; (3) little time for advance planning; (4) low academic expectations; (5) emphasis on "fun"; (6) discontinuity between the curriculum of the regular year and summer school; (7) time lost to establishment of teacher-student relationships; (8) teacher fatigue; (9) low attendance rate; and (10) homogeneous classes. Problems associated with year-round schooling include the following: (1) curriculum changes when schools switch from 9-month to year-round; (2) lack of support and assistance to teachers in adapting to the change; (3) insufficient provision for teacher fatigue; (4) administrative complexity of staggered schedules in secondary schools; and (5) parent objections. Additional research is needed on both student learning and the effects of various program components. A list of 10 references is included. (Author/FMW)

ED 298 037 SO 019 242

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (7th, Chicago, Illinois, October 27-28, 1972).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 73
NOTE- 175p.; For related documents, see SO 019 243-257.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; Demonstrations (Civil); Educational Attitudes; Educational Development; Educational Environment; *Educational History; Educational Philosophy; Extension Education; Multilingualism; Progressive Education; Public Schools; Religious Education; *Teachers; Vocational Education; Womens Education
IDENTIFIERS- Alcott (Bronson); *Canada; Marcuse (Herbert)

The first journal publication of the Midwest History of Education Society contains papers presented at its 1972 annual meeting and three papers on Canadian education. "University Extension in the United States, 1885-1915" (G. M. Woytanowitz) defines the U.S. origins of the university extension as an adult education agency. "She Could Always Teach" (K. H. Kamin) examines the historical impact of this attitude on women, the evolution of the teaching profession, and the social implications for women who did teach. "The Revolutions of 1968: A Neo-Hegelian View" (R. E. Mason) considers whether the Neo-Hegelian perspective developed by Herbert Marcuse can be attributed to the student unrest of 1964-1971 in the United States, France, and Germany. "A Critique of Lawrence Cremin's American Education: The Colonial Experience 1607-1783 and Its Adaptability In History of American Education Courses" (S. S. Cohen) reviews the book's organization and themes and discusses its use as a textbook. "Amos Bronson Alcott: Transcendental Educator" (D. B. Ripley) reviews the teaching innovations and educational philosophy introduced by Alcott in Connecticut Schools. These innovations included the physical design of the classroom, the choice of textbooks and library books, and the introduction of physical education. "Education and Industrial Skills: Changing Conceptions of the Role of Public Schooling, 1865--1900" (B. E. McClellan) discusses the introduction of manual training in the U.S. educational system. The first paper on Canadian education, "John Strachan: A Controversial Figure" (C. H. Gross), is a biographical study of the first Anglican Bishop of Toronto who promoted religious instruction in schools, especially at the university level. "American Influence on Progressive Education in Canada" (R. S. Patterson) discusses how progressive educational reform measures were introduced to Canadian educators. "Education and Multilingualism in Manitoba" (K. Wilson) discusses the effects of the Laurier-Greenway Compromise's bilingual clause and the establishment of the 1967 Public Schools Act. The program and business meeting's minutes are included. (DJC)

ED 298 048 SO 019 253

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 84
NOTE- 204p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Blacks; College Administration; *Early Childhood Education; *Educational History; Educational Theories; Experimental Schools; Federal Aid; Females; *Higher Education; Labor Education; Oral History; Progressive Education; *Racial Bias; Research Methodology; Sex Bias; Teachers
IDENTIFIERS- Critical Evaluation; *Dewey (John); *Froebel (Friedrich)

The papers of this proceedings are grouped in five parts. The three papers in part 1 discuss the exposure of Italian scholars to Dewey's philosophies and include the titles (1) "John Dewey in the Evolution of Italian Education" (C. R. Wolf); (2) "Frederick Eby and the Dewey Lectures: An Essentialist Present at Educational Progressivism's Conception" (B. Westfall); and (3) "The Dewey School: A Record of Success and a Reality of Failure" (C. Eisele). Part 2, "Shaping Educational Policy: Models from the Past", discusses the discrimination against women teachers, the education of wage earners with federal funds, the life adjustment education movement, and the purposes of the International Consortium of Options in Public Education and the Progressive Education Association. The titles are: (1) "The Women Peril: As a Barrier to the Rise of Women Teachers, 1890-1920" (P. Carter); (2) "Education as a Form of Emergency Relief: The New Deal Experience" (J. Sealander); (3) "Beyond the Prosser Revolution: Another Look at Life Adjustment Education" (R. Ognibene); and (4) "The Twilight of Public Alternative Education: Professional Malignancy, An Historical Perspective" (J. T. Sears and J. D. Marshall). Part 3, "A Past Perspective on Childhood Theory and Practice," presents the introduction of Froebelian kindergarten into Ontario (Canada) and the inception of farm schools in England. The titles are: "Ontario's Kindergarten-Primary Movement: Utilitarianism Subverts Idealism" (B. A. Wood) and "The Farm-School System of 19th Century Europe and Its Legacy" (T. J. Phillips). The two papers in part 4, "Issues In Historical Research", cover the need for educators to be familiar with the history of education, and are titled "Historical Research for Educational Questions" (J. M. Lakebrink) and "Oral History: Use of Interviews to Obtain a Historical Perspective of Early Childhood Education" (S. Boyd). Part 5, "Some Perspectives on Higher Education" includes four papers discussing the evolution of modern higher education. The titles include: "The Americanization of Higher Learning" (E. Feldman); "Life and Death of an Agricultural College" (W. Eaton and M. Bond); "From Principal Teacher to Corporate Manager: An Institutional History of Change in the Role of the College President" (R. N. Barger); and "Privileged Turf: Black Participation at the University of Cincinnati, 1955-1976: The Langsam and Bennis Years" (L. L. Jones). The program, the business meeting's minutes, and the directory of attendance are included. (DJC)

ED 298 240 UD 026 377

Bruno, Rosalind R.
School Enrollment--Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Aug 88
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Blacks; *Census Figures; Demography; Educational Attainment; Elementary Secondary Education; *Enrollment; Family Income; Geographic Distribution; Hispanic Americans; Longitudinal Studies; Marital Status; Postsecondary Education; Preschool Education; *Racial Composition; Racial Differences; Rural Urban Differences; *School Statistics; Socioeconomic Status; *Statistical Data; Whites
IDENTIFIERS- Current Population Survey
This report presents detailed tabulations of data from the Current Population Survey on school enrollment in October 1986, and summary time series of data collected since the inception of the survey in 1946. School enrollment data are shown by the following personal and school characteristics: (1) age; (2) race; (3) Hispanic origin; (4) sex; (5) marital status; (6) family income; (7) educational attainment of householder; (8) metropolitan residency; (9) level and grade of school; (10) full-time attendance status; (11) public/private school; and (12) two-year/four-year college. Among the highlights of the data presented are the following: (1) in October 1986, there were 60.1 million persons enrolled in school, including 12.4 million college students and 6.5 million children enrolled in pre-primary school; (2) no level of school demonstrated a significant change in enrollment from 1985 to 1986; (3) between 1981 and 1986, pre-primary enrollment grew by one-fourth; (4) in the same period, elementary and high school enrollment declined by about 3 percent; (5) total college enrollment was not different in 1986 from any year since 1981, even though the traditional college-age population has declined; and (6) Black elementary school enrollment decreased less than White enrollment since the peak enrollment year, 1970--the Black elementary school-age population will increase proportionately more than the comparable White population during the next decade. Data are presented on 41 tables and figures. Appendices present supplementary tables, provide definitions and explanations, and discuss the source and reliability of the estimates. (BJV)

ED 298 023 SO 019 198

Schuster, J. Mark Davidson
An Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Mar 88
NOTE- 69p.
CONTRACT- NEA-C86-242
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; *Cultural Activities; Demography; Federal Aid; *Financial Support; *Geographic Distribution; *Participation; Population Distribution; *Public Support; Research Reports; Social Science Research; State Aid
IDENTIFIERS- Survey of Public Participation in the Arts
The geographic distribution of arts funding by the National Endowment for the Arts (NEA) and selected state art agencies is examined in this report. Data collected from the 1985 Survey of Public Participation in the Arts was used to determine if variations in geographic participation rates help explain differences in government support of the arts. Funding patterns for jazz, music, opera, musical plays, drama, ballet, and art museums were examined through an analysis of arts-related financial support in the 14 most populous U.S. states. Findings indicated that there was not a statistically significant relationship between arts funding and population distribution. However, there appeared to be a strong relationship between government funding and the relative distribution of arts organizations, and generally the relationship between government arts funding and the distribution of artists was positive. Data were tested using a number of selected models, and comparisons among them are provided. Fourteen tables and 28 endnotes are included, and appendices contain 3 additional tables showing: (1) dependent and independent variables for all 50 states; (2) participation rates for the 14 most populous states; and (3) subregions' composition and participation rates. (JHP)

ED 298 109 SP 030 530

Evertson, Carolyn M.; Burry, Judith A.
Capturing Classroom Context: The Observation System as Lens for Assessment.
PUB DATE- 6 Apr 88
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Interaction Process Analysis; *Measurement Techniques; *Research Methodology; Teacher Behavior; *Teacher Evaluation; Training Methods
IDENTIFIERS- *Classroom Activity Record
This report describes two different applications of the Classroom Activity Record (CAR), an observational approach to capturing contextual features of classrooms. Subject matter content, instructional format, quantity and quality of teacher-student interaction, sequence of routines and events, and student attention and engagement among other features are captured with the system. Two studies are presented that used different applications of the CAR. The first is a research study conducted in Tennessee (Project STAR) which focused on the effects of class size on student achievement and teachers' managerial and instructional behaviors. Descriptive information provided by the CAR allowed fine-grained analysis of the differences in instruction in larger and smaller classes. A sample of these findings are presented. The second study involved the use of the system in training observers to use a beginning teacher assessment instrument, the Kansas Internship Assessment Inventory (KIAI). Information from the CAR-aided trainers in diagnosing training needs as well as clarifying behaviors and behavioral indicators on the KIAI. Guidelines for using the CAR are included in the appended material. (Author/JD)

ED 298 127 SP 030 566

Tsebel, Donald, Ed.; Coker, Homer, Ed.
Alabama Career Incentive Program. Evaluator's Manual.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 87
NOTE- 51p.; For related documents, see SP 030 565 and SP 030 567.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Measurement Techniques; Minimum Competencies; *Observation; Program Implementation; *Teacher Evaluation
A brief review of the events leading up to the enactment of the Career Incentive Program is provided. Competencies used to evaluate the teachers are listed, defined, and exemplified. Detailed procedures for implementation are given along with various forms used in the assessment process. The complete law is printed out. (Author)

ED 298 200 UD 026 330

Child Abuse Cases in an Hispanic Community: A Teaching Tool.
Hispanic Health Council, Hartford, CT.
PUB DATE- 88
NOTE- 36p.
AVAILABLE FROM- Hispanic Health Council, 98 Cedar St. 3A, Hartford, CT 06106 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Case Studies; *Child Abuse; Community Problems; *Counselor Training; Cultural Context; Family School Relationship; *Hispanic Americans; Instructional Materials; Parent Child Relationship; Peer Relationship; *Prevention; *Sexual Abuse
IDENTIFIERS- Adult Child Relationship

Each year thousands of children, of all ages and ethnic and economic backgrounds, are victims of sexual and physical abuse. This case book, intended for use in the training of social workers and prevention-focused program staff, parents, providers, adolescents, and others, consists of 16 cases of child abuse in Hispanic communities. The cases are drawn from the following settings: (1) schools; (2) hospitals; (3) courts; and (4) social service agencies. Each case presents its own set of issues and problems. Each cases is accompanied by a set of questions to guide discussions or enhance lectures. This case book is intended for educational purposes only, and should be used in conjunction with examples from other communities; it does not purport to represent the incidence or prevalence of child abuse in the Hispanic community. (BJV)

ED 297 946 SE 049 421

Zeitler, William R.; Barufaldi, James P.
Elementary School Science: A Perspective for Teachers.
REPORT NO.- ISBN-0-582-28612-3
PUB DATE- Jan 88
NOTE- 341p.
AVAILABLE FROM- Longman Press, Inc., 95 Church Street, White Plains, NY 10601 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Classroom Techniques; Educational Strategies; Elementary Education; *Elementary School Science; Higher Education; Instructional Materials; *Methods Research; *Preservice Teacher Education; Resources; Science Education; Teaching Guides; *Teaching Methods; Textbooks
This book is designed to show prospective teachers how to design and implement an activity-oriented science program for the elementary grades. Science content and methods are presented through activities to be done by readers allowing them to master the design of a teaching unit by constructing or adapting a unit. Discussions include scientific attitudes, content, the nature of learners, history of science education in the United States, classroom management and safety, educational technology, and resources. Appendicies include: (1) "Science Education Supplies"; (2) "Chemicals Used in Elementary Science Lessons"; (3) "Sources of Materials"; (4) "Code of Practice on Animals in Schools"; (5) "Care of Animals in the Classroom"; (6) "Questions for Investigation"; (7) "Refresher Course on Measurement"; (8) "Environmental/Ecological Education"; and (9) "Resources for Teachers"; and (10) a bibliography. (CW)

ED 297 992 SE 049 622

Clement, John
Observed Methods for Generating Analogies in Scientific Problem Solving. Revised.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 29 Sep 87
NOTE- 40p.; Revision of an earlier paper; see ED 286 746.
GRANT- NSF-MDR847059
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Structures; *Cognitive Style; *College Science; Higher Education; Learning Processes; *Learning Strategies; *Problem Solving; *Research; Science Education
IDENTIFIERS- *Analogical Reasoning
Evidence from video tapes of experts thinking aloud and using analogies in scientific problem solving is presented. Four processes appear to be important in using an analogy: (1) generating the analogy; (2) establishing confidence in the validity of the analogy relation; (3) understanding the analogous case; and (4) applying findings to the original problem. This study concentrates on the first process. Evidence was found for three different methods of analogy generation: generation via a principle, generation via an association, and generation via a transformation. The mechanism underlying analogy generation is usually described as an association process. Transformation processes, where the subject modifies or transforms some aspect of the original problem may be just as important if not more important. In contrast to the usual view of an analogous case as already residing in memory, several of the analogous cases were quite novel, indicating that they were newly invented Gedanken experiments. The usefulness of some analogies appears to lie in a "provocative" function of activating additional knowledge schemas that is different from the commonly cited "direct transfer" function where established knowledge is transferred fairly directly from the analogous to the original case. (Author/CW)

ED 298 062 SO 019 292

Foundations of American Citizenship: New Directions for Education.
Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; John M. Olin Foundation, Inc., Alton, Ill.
PUB DATE- Jan 88
NOTE- 184p.
AVAILABLE FROM- Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; *Citizenship; *Citizenship Education; *Course Content; *Course Descriptions; Curriculum Guides; Higher Education; *Humanities Instruction; Instructional Materials; Models; Primary Sources; Resource Units; Social Studies; Teacher Developed Materials; *Teacher Education Curriculum; Teaching Guides; Units of Study

Seven model curriculum syllabi, designed by teachers for use in teacher education classes, feature the use of primary sources and informed personal judgement in teaching humanities based citizenship education courses. "Education and the Changing Meaning of American Citizenship" (B. McClellan) explores how and to what degree U.S. educators have directed U.S. education. "Social meanings of U.S. Citizenship, 1865-1925" (N. Cott) addresses the changing meaning of and participation in U.S. citizenship during these years, while "Individualism and the Common Good in the United States" (D. Grimstead) describes U.S. values and practices in relation to individualism versus what is good for all people. "The Ethics of Good Citizenship" (R. Tong) discusses specific U.S. citizenship qualities and tensions, and "A History of Original and Secondary Materials" (K. Hall) describes minorities' struggles to obtain citizenship. "Citizenship and Constitutionalism" (C. Schutz) offers an historical approach to the rise of constitutionalism, and "Principles of Citizenship: Historical Development" (L. Berns) considers the philosophical meaning of good citizenship. Each syllabus provides lists of primary and secondary source materials, organized by weeks, and the full-text of selected primary source readings. Some syllabi provide discussion questions and supplementary reading lists. (JHP)

ED 298 077 SO 019 619

The Preservice Challenge: Discipline-Based Art Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utah, August 8-15, 1987).
Getty Center for Education in the Arts, Los Angeles, CA.
REPORT NO.- ISBN-0-89236-144-1
PUB DATE- 88
NOTE- 233p.; Seminar proceedings prepared by Keens Company, New York, NY.
AVAILABLE FROM- J. Paul Getty Trust, J. Paul Getty Book Distribution Center, P.O. Box 2112, Santa Monica, CA 90406 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art; *Art Education; Art Teachers; Course Content; Course Objectives; Curriculum Development; Educational Change; *Educational Improvement; *Higher Education; *Preservice Teacher Education; Program Content; Seminars
IDENTIFIERS- *Discipline Based Art Education

Responding to a need to strengthen preservice teacher art education programs in relation to discipline-based art education (DBAE), this seminar was held to discuss major issues relating to changes in these programs and to formulate plans for revising preservice education courses. These proceedings include both the full-text and summaries of: (1) "The Importance of the Arts in Undergraduate Education" (B. Ladner); (2) "Implications of Discipline-Based Art Education for Preservice Art Education" (K. Cohen; And Others); (3) "Potential Impact of Recent National Reports on Preservice Art Education" (M. Church; And Others); (4) "Significance of Recent National Reports for Preservice Discipline-Based Art Education" (M. Sevigny); (5) "The Uniqueness and Overlap among Art Production, Art History, Art Criticism, and Aesthetics" (M. Battin; And Others); (6) "History of the University Curriculum" (L. Mayhew); (7) "Problems and Issues in Teacher Credentialing" (T. Ferreira; and Others); and (8) "The Interrelationship between Preservice and Inservice Education for Art Teachers and Specialists" (F. Bolin; And Others). Summaries of small group discussions include: (1) "If You Had No Constraints, How Would You Design the Ideal Perservice Program for Art Teachers and Specialists?" (2) "What Are the Concerns that Arise from the Presentations on the National Reports?" and (3) "How Might Art Education and Discipline Faculty Profitably Interact?" The conference program, a description of post-conference activities, a participant list, and photographs are included. (JHP)

SP

ED 298 142 TM 012 227

Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.
Texas Education Agency, Austin. Div. of Educational Assessment.
REPORT NO.- GE6-725-01
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Computation; Educational Objectives; Geometry; *Grade 3; Mathematics Instruction; *Mathematics Tests; *Minimum Competency Testing; *Number Concepts; Primary Education; Problem Solving; Standards; *State Programs; Test Construction; Testing Programs; Test Items
IDENTIFIERS- *Texas Educational Assessment of Minimum Skills

Mathematics learning objectives and specifications for third graders, which are congruent with the Texas "State Board of Education Rules for Curriculum," are presented. They are designed for use by teachers and test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests have been based on these objectives. Skill areas covered by the objectives include: (1) arrange three whole numbers (WNs) from least to greatest or greatest to least; (2) identify the place value for a given digit of a three- or four-digit WN; (3) complete a pattern involving multiples of 2, 3, 4, 5, or 10; (4) express WNs in expanded notation; (5) use pictorial models to identify fractional parts of a whole or of a group of like objects; (6) add WNs having up to three digits; (7) subtract WNs having up to three digits; (8) solve one-step word problems involving addition of WNs; (9) solve one-step word problems involving subtraction of WNs; (10) select the unit of measure used to determine length, weight/mass, or capacity/volume; and (11) identify pictorial models of two- and three-dimensional shapes. Sample test items are provided for each of the skill areas. (TJH)

ED 298 157 TM 012 262

Berenson, Gerald S.; And Others
Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.
SPONS. AGENCY- National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung Diseases.
PUB DATE- Nov 87
NOTE- 53p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
AVAILABLE FROM- Gerald S. Berenson, Department of Cardiology, Louisiana State University Medical Center, 1542 Tulane Ave., New Orleans, LA 70112-2822.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cardiovascular System; *Elementary School Students; Grade 4; Grade 5; Grade 6; *Health Education; Heart Disorders; Intermediate Grades; *Item Analysis; Knowledge Level; Physical Health; *Psychometrics; Sampling; *Test Reliability; Test Validity
IDENTIFIERS- *Heart Smart Cognitive Tests
This study investigated the measurement integrity of the "Heart Smart" cognitive tests. Designed for fourth, fifth, and sixth graders, the tests measure health-related knowledge involving physiology, nutrition, exercise, and behavioral skills. The report presents tables of specifications, test floors and ranges, a demographic profile of the sample, item analyses, and test reliability analyses. Also reported are analyses investigating the generalizability of results to national samples. Results generally support a conclusion that the measures have psychometric integrity. The "Heart Smart" Cognitive Tests are appended. (Author/TJH)

ED 298 187 UD 025 986

National Survey in Regard to HR 5.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 87
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; *Administrator Attitudes; *Coordinators; *Educational Finance; Educational Improvement; Educational Practices; Elementary Secondary Education; *Federal Legislation; Program Improvement; School Districts
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Proposed Legislation

Local Education Agency (LEA) administrators (principals and superintendents) and State Chapter 1 coordinators representing all 50 states were surveyed regarding their reactions to House Omnibus bill (HR 5), which would significantly change Chapter 1 programs. Over 3,600 school districts responded. The respondents were asked to indicate their level of support or opposition to each provision of the bill. (Some states hand picked the LEA coordinators who responded to the survey to have the highest representation of students.) Major findings of the survey included: (1) Chapter 1 educators welcome change as a positive move toward program improvement; (2) LEA administrators showed willingness to be responsible for carrying out effective Chapter 1 programs; and (3) group comparisons revealed that groups normally perceived to have different outlooks on issues responded similarly, with the exception of four issues. These four issues--Parent Involvement, Technical Assistance Centers, Even Start Programs and Chapter 1 remedial programs being coordinated instead of stacked--received significantly more support from coordinators than from administrators. Included are: (1) distribution of responses by background of respondent; (2) distribution of responses by state; (3) summary of responses to each issue (including graphs); (4) state coordinator/national response comparison; (5) tables of responses by state average; (6) tables of responses by background average; (7) sample state questionnaire; and (8) sample LEA questionnaire. (AA)

ED 298 227 UD 026 362

Syropoulos, Mike
High School Development Center: An Alternative School for Ninth and Tenth Grades. Evaluation Report, 1986-87.
Detroit Public Schools, MI. Dept. of Evaluation and Testing.
PUB DATE- Dec 87
NOTE- 57p.; For executive summary, see UD 026 361.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Behavior Problems; Experimental Programs; *Experimental Schools; Grade 9; Grade 10; *High Risk Students; High Schools; High School Students; *Program Effectiveness; Public Schools; *Remedial Programs; Student Problems; Truancy; Urban Schools
IDENTIFIERS- Detroit Public Schools MI; Michigan (Detroit)
The purpose of the High School Development Center, an alternative school in Detroit, Michigan, is to provide educational opportunities for 300 students identified as unsuccessful by principals of five high schools. Students in grades 9 and 10 are selected for the program if they exhibit two of the following: (1) very low academic achievement; (2) poor attendance; and (3) behavior problems. Evaluation of the Center was accomplished by analyzing and comparing trends in the number of violations of the Student Code of Conduct, attendance, and academic achievement of students at the Center with a carefully selected control group at the home schools, and by surveying students, parents, and teachers. Conclusions include the following: (1) no improvement was perceived in the safety and school climate at the home schools as a result of removing the students sent to the Center; (2) Center students showed greater improvement in academic achievement; (3) attendance rates for Center students decreased, while rates for the control group increased; (4) the rate of Code of Conduct violations for Center students was lower than the rate for the control group. Responses from staff, students and parents were incorporated into a list of 11 recommendations for program improvement. Extensive statistical data are included in 13 tables. (FMW)

ED 297 904 RC 016 667

Design Ideas for Play Spaces for Three to Six Year Olds: Educational Building Digest 19.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 87
NOTE- 17p.; Color accents are used for diagrams and portions of text.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Childrens Games; Design Crafts; Early Childhood Education; *Educational Facilities Design; Equipment; *Facility Planning; Intermediate Grades; Outdoor Activities; Park Design; Physical Education Facilities; Play; *Playground Activities; *Playgrounds; Recreational Activities; Safety

This illustrated guide for designing and building children's playgrounds opens with a definition of "play space" as a joyful, safe, healthy environment which builds strong bodies and develops emotional stability. Section 1, "Why Play Spaces Are Needed," includes some observations about children's developmental needs and how those needs are being challenged by current social and economical changes. Section 2, "How Can Play Spaces Help Children Learn?" illustrates characteristics of growth-producing play space. Section 3, "General Criteria for Play Spaces," discusses location, safety and children's anticipated behavior. Section 4, "Design Ideas for Play Spaces," gives advice for storage and ground surfaces. Section 5, "General Criteria for Play Equipment," draws implications for the design of play equipment based on (Korean and Japanese) children's heights. Section 6, "Design Ideas For Play Equipment," is based on the use of common materials. This section also offers several pages of ideas for fixed and moveable equipment, along with some safety advice, and includes numerous detailed drawings and measurements (using the metric system) of the suggested equipment. The entire booklet is amply illustrated with drawings and pictures, and includes a list of references. (TES)

ED 297 918 RC 016 725

Teaching in Yukon.
Yukon Dept. of Education, White Horse.
PUB DATE- 87
NOTE- 25p.; Contains photographs that may not reproduce well.
LANGUAGE- English; French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Employment Opportunities; Foreign Countries; *Rural Areas; *Rural Schools; Small Schools; *Teacher Employment; Teacher Employment Benefits; *Teacher Recruitment
IDENTIFIERS- *Yukon Territory

This pamphlet provides information for teachers contemplating employment in Yukon Territory, Canada. A preface briefly describes the political history and government of the Yukon, and emphasizes the frontier nature of the region. In both English and French, the paper discusses the curriculum, school terms and vacations, the Yukon Teachers' Association, teacher qualifications, the Teacher Qualification Board, salaries, appointments and terminations, resignations, moving expenses, government accommodations for teachers in rural areas, living conditions, citizenship regulations, and benefits. The outline gives details on the Canada Pension Plan; the Public Service Superannuation Act, and disability, life, and medical insurance plans. Profiles of Whitehorse and the 14 rural settlements served cover location, population, student enrollment, number of teachers and teacher aids, transportation and communications services, health services, and recreational activities. The pamphlet includes numerous photographs and a table of long-term climatic data for four Yukon and nine other Canadian locations. (SV)

ED 297 978 SE 049 600

Elfner, Lynn Edward, Ed.
Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
Ohio Academy of Science, Columbus.
SPONS. AGENCY- Ohio State Dept. of Natural Resources, Columbus.
PUB DATE- 87
NOTE- 86p.; Drawings may not reproduce well.
AVAILABLE FROM- The Ohio Academy of Science, 445 King Avenue, Columbus, OH 43201 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; *Environmental Education; *Instructional Materials; Pollution; Recycling; Science Activities; Science Education; Science Projects; *Secondary School Science; *Solid Wastes; *Student Projects; Student Research; *Waste Disposal
Every active family and business produces solid waste, some of which are the nonhazardous discards of society. Taken as individual substances, our newspapers, food leftovers, containers and wrappings, grass clippings and tree limbs seem harmless enough. But huge volumes of these materials are generated daily. It has been projected that many counties in Ohio may run out of approved landfill space by the end of this century. The purpose of this publication is to promote student research on litter prevention and recycling. This science workbook contains 26 student research project ideas submitted by business, industry, trade associations, and others. Also included are "The Solid Waste Crisis in Ohio"; "Background on Litter Prevention and Recycling"; and "How to Find Information on Litter Prevention and Recycling" (including information on using the library, reference books, journals, indices, abstracts, vertical file and letter writing). "References and Resources" include the addresses of 40 organizations and agencies, and a bibliography of over 200 references. (CW)

ED 298 008 SO 018 005

Wyatt, Bobbie, Ed.
Jim Driver, Panola County Oil and Gas Boom.
PUB DATE- 81
NOTE- 61p.; For related documents, see SO 018 000-007.
AVAILABLE FROM- Loblolly, Inc., Box 189, Garry, TX (Subscription $6.00 a year; single copies, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Craft Workers; Design Crafts; Ethnography; *Folk Culture; *Handicrafts; Interviews; Local History; *Personal Narratives; *Petroleum Industry; Rural Areas; Rural Population; Secondary Education; Story Telling
IDENTIFIERS- *Texas (East)

Written by history students at Gary High School, Gary, Texas, this volume presents several diverse pictures of life in East Texas. The first article, "Jim Driver, Panola County Oil and Gas Boom," (Bobby Kelly and Billy Anderson) talks about drilling for oil and gas and the concerns of an employee of the drilling company. "When I Was Nine Years Old," (Elizabeth Rousseau and Bobbie Wyatt) presents the year 1906 as experienced by a nine year old girl living in East Texas. The article, "A Pair of Potters," (Donna Frazier and Dee Fields) interviews twin sisters who have spent a lifetime making pottery from East Texas clay. "Charles Hughes," (David Pass and Henry Marx) talks about a master saddle marker and his trade. The last article "Trapping" (Henry Marx and David Pass) is about Hoot Robertson who has spent a lifetime as a trapper. (BZ)

ED 298 094 SP 030 496

Gray, Dennis; Lynn, David H.
New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.
Council for Basic Education, Washington, D.C.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Educational Change; Educational Philosophy; Educational Theories; Elementary Secondary Education; *Incentives; Mentors; *Program Development; *Program Evaluation; *Teacher Recruitment
IDENTIFIERS- *New Jersey

This monograph reports on a year-long critical appraisal of two of New Jersey's recent initiatives to improve the teaching profession: the Provisional Teacher Program and the Academy for the Advancement of Teaching and Management. The intent of the study was to assay whether the practical results of these initiatives are experienced as beneficial by teachers and the public, and to judge the extent to which they can serve as useful models for other states and districts to emulate. Descriptions are given of each program, exploring such concepts as teacher recruitment, teacher renewal, rewards, and recognition. Some consideration is also given to the question of the efficacy of top-down state mandates. The report provides an informed impression of the two programs, the theories and philosophies that undergird them, and the way they work in practice--not of individual administrators, teacher-participants, or schools. However, a broad response was sought from parties directly and indirectly involved with schools and teachers in New Jersey. Numerous recommendations for strengthening the programs so as to enable them to meet their full potential are included. (JD)

ED 298 128 SP 030 567

Wiersma, William
The Alabama Career Incentive Program: A Statewide Effort in Teacher Evaluation.
PUB DATE- Jan 88
NOTE- 18p.; For related documents, see SP 030 565-566.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Measurement Techniques; Teacher Behavior; Teacher Effectiveness; *Teacher Evaluation; Testing Programs; *Test Validity
This paper summarizes the Alabama Career Incentive Program, a statewide effort to evaluate more than 30,000 teachers including specialists in guidance, speech therapy, and so on. The evaluation was based on 10 classroom competencies and five outside-the-class professional competencies. A low-inference instrument measured competencies by using different sets of behaviors from the 117 item instrument. The professional competencies were evaluated using a high-inference instrument--the Evaluator Questionnaire. A statewide norming study involving all teachers and principals took place in the spring semester, 1987. The Classroom Observation Record was shown to measure the competencies reliably; the Evaluator Questionnaire data was not usable in discriminating among teachers due to the exceptionally high scores which nearly all teachers received. Elementary and secondary teachers differed significantly on several of the competency measures; no significant difference was found between special education teachers and their counterparts at the same level. A list of the competencies and a general account of the scoring procedures is given. (Author/JD)

ED 298 173 TM 012 322

McLarty, Joyce R.
A Single-Minded Appraisal of a Multiple-Criterion Teacher Appraisal System.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Evaluation Methods; Personnel Evaluation; Professional Development; *Program Evaluation; State Programs; *Teacher Evaluation; Teacher Qualifications; Testing Programs
IDENTIFIERS- Multidimensional Approach; Teacher Appraisal Instrument; *Tennessee Career Ladder Program
The Tennessee Career Ladder evaluation system is a multiple-data-source system for evaluating teachers in order to provide them with merit status and benefits. This presentation is based primarily on data from 1983 through Spring 1986, and focus is on the functioning of the general education teacher appraisal system. Four of the 14 steps involved in designing a career ladder evaluation system are emphasized: (1) formulate criteria/competencies to be assessed; (2) develop data collection instruments/procedures; (3) establish the scoring system; and (4) set standards and cutoff scores. Advantages and disadvantages of each are discussed. Currently, the program utilizes two hours of classroom observation on three occasions; three hour-long dialogues; a professional development and leadership summary; student questionnaires; a principal questionnaire; written tests of reading, writing, and professional knowledge; and an evaluator consensus judgment. The major disadvantage of the system is its level of sophistication. The complexity of good teaching, the high-stakes nature of the award (up to $35,000 per candidate over a five-year period), and the lack of any quota system (no external controls on the total cost of the awards) led the developers of the program to provide the most accurate, fair, and carefully equated program possible. An appendix contains data sources for the competencies and indicators evaluated. (SLD)

ED 297 963 SE 049 461

Ryan, Joseph M.
Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 54p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Criterion Referenced Tests; Elementary Education; *Elementary School Mathematics; *Evaluation Utilization; Mathematics Education; *Mathematics Tests; *Test Interpretation; Test Results; Test Theory; *Test Use
This monograph is designed for educators who must make decisions about curriculum, instruction, and the training of teachers. Many important educational decisions are made based primarily, if not exclusively, on test scores. This reliance on test scores has evolved for a variety of reasons. This monograph starts with test scores as a given in American education today, not as an endorsement of the emphasis given to test scores, but as a recognition of what has become common practice. The purpose of this monograph is to describe a set of procedures for reanalyzing test data to extract as much useful information as possible for making important educational decisions. The monograph and procedures described in it focus on the reanalysis of currently available test data, not on collecting new test data and initial analysis. The reasons for focusing on the reanalyses of currently available test data are described in the text. In this monograph, the reanalysis of mathematics test data is described as a model for other educators interested in taking full advantage of test data that have already been collected. (PK)

ED 298 024 SO 019 199

Cantor, Muriel G.
Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Dec 87
NOTE- 235p.
CONTRACT- NEA-C86-205
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Art; *Artists; Census Figures; Dance; *Economic Change; Economic Factors; Economic Opportunities; Economic Status; Employment; Employment Opportunities; Employment Patterns; Employment Statistics; Musicians; Social Science Research; *Socioeconomic Influences; *Socioeconomic Status; Statistical Analysis; *Theater Arts
IDENTIFIERS- Bureau of the Census
This report describes and analyzes the socioeconomic characteristics of performing artists in the fields of acting, dancing, and music who were employed during both 1970 and 1980. Using U.S. Census Bureau data, emphasis is placed on socioeconomic changes that occurred during this decade. The report consists of specific sections devoted to each of these occupations, an overview and summary of findings, and a review of research methodology. Findings indicate that: (1) except for dancing, women and minorities are not represented in the performing arts in numbers proportionate to their representation in the general population; (2) performing artists have had to subsidize their earnings through either full-time or part-time jobs; (3) except for a very few performers, the performing arts' occupations are low-paying; (4) no formal education requirements existed for entry into the profession; and (5) while performing jobs require migration, employment opportunities were rather evenly distributed throughout the United States. The bulk of the report consists of 80 appended tables supplying parallel data for each of the 2 years studied. Twenty-two references are also included. (JHP)

ED 298 110 SP 030 534

Smith, Albert J., Jr.
Minority Disproportionality in Higher Education with an Emphasis on Teacher Preparation.
United Indians of All Tribes Foundation, Seattle, Wash.
PUB DATE- Oct 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Degrees (Academic); *Ethnic Groups; Higher Education; Hispanic Americans; *Minority Groups; *Teacher Education Programs
Minorities constitute only 4.4 percent of all teaching certificate earners in the state of Washington, a proportion somewhat smaller than that for minority baccalaureate degree recipients and considerably smaller than that of minority school children. At a time when Washington State's minority student population is increasing at a signficantly greater rate than the majority white student population, minorities are underrepresented among students completing requirements for baccalaureate degrees in education and for teaching certificates. Part 1 of this report examines this underrepresentation for the years 1982-84. Part 2 examines minority representation in degree completions in all degree areas. This study is designed to be used as a reference for developing policy or program decisions addressing minority representation in teacher preparation programs and other degree areas in higher education. Related literature was reviewed and is presented, and conclusions and recommendations are included. The study data is displayed in 20 tables and 27 footnotes are also provided. (JD)

ED 298 201 UD 026 334

Doyle, Denis P., Ed.; And Others
Policy Options for the Future of Compensatory Education: Conference Papers (Washington, D.C., November 18-19, 1986).
Research and Evaluation Associates, Inc., Chapel Hill, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 249p.; For individual papers, see UD 026 335-345.
CONTRACT- 400-86-0025
AVAILABLE FROM- Research and Evaluation Associates, Inc., 100 Europa Drive, Suite 590, Chapel Hill, NC 27514 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; *Compensatory Education; Economically Disadvantaged; Educational Change; Educational Improvement; Educationally Disadvantaged; Educational Quality; Elementary Secondary Education; Federal Aid; *Federal Programs; Federal State Relationship; Government Role; History; Policy Formation; Program Development; *Program Evaluation; Program Improvement; Public Schools; School Organization; Urban Education; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

This book, divided into three sections, comprises papers delivered at a conference on "Alternative Strategies in Compensatory Education," convened by the staff of the National Assessment of Chapter 1 of the Education Consolidation and Improvement Act and designed to aid Congress in its 1987 reauthorization of Chapter 1. The introduction, "Title I in Retrospect, Chapter 1 in Prospect," is by Denis P. Doyle. Section 1, "The Federal Role" includes the following papers: (1) "The Evolution of the Compensatory Education Program" (Paul E. Peterson, Barry G. Rabe, and Kenneth K. Wong); (2) "Program Strategy and Design: Options for Federal Action in Education" (Paul T. Hill); (3) "Increased State Capacity and Aid to the Disadvantaged" (Susan Fuhrman); and (4) "The Federal Role and Chapter 1: Rethinking Some Basic Assuptions" (Michael W. Kirst). Section 2 "Selected Issues of Access and Accountability," includes the following papers: (1) "Selecting Students and Services for Chapter 1" (Marshall S. Smith); (2) "Funding the Individual? An Essay on the Future of Chapter 1" (Denis P. Doyle and Bruce S. Cooper); (3) "The Problem of Quality in Chapter 1" (Richard F. Elmore); and (4) "How Fiscal Accountability and Program Quality Can Be Insured for Chapter 1" (Allan Odden). Section 3, "Lessons for "Implementation," includes the following papers: (1) "The Next Steps in Urban Education" (Charles Glenn); (2) "The Ways That Schools Are: Lessons for Reformers" (Larry Cuban); and (3) "Effective Schools and the Problems of the Poor" (John E. Chubb). Four tables and figures illustrate some of the data. A list of references is provided for each paper. (BJV)

ED 298 214 UD 026 348

Youth in Crisis: Living On the Jagged Edge.
Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 86
NOTE- 44p.; Reprinted from the 1986 Annual Report of the Charles Stewart Mott Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; Community Education; Community Involvement; *Community Programs; Community Services; Conservation (Environment); *Cooperative Programs; Economic Development; Employment Programs; *Grants; High Risk Persons; Job Training; Neighborhood Improvement; Nonprofit Organizations; Philanthropic Foundations; *Private Financial Support; Social Systems; *Youth

The Charles Stewart Mott Foundation is a private non-profit foundation supporting programs across the United States and on a limited basis internationally. The Foundation is interested and involved in improving the quality of life through community self-improvement, education, social welfare, economic development and environmental management. In response to the changing needs of today's complex and broad community concerns, the Foundation supports a variety of approaches organized and interrelated under four principles of grantmaking: (1) opportunity for the individual; (2) partnership with the community; (3) effective functioning of community systems; and (4) leadership as the mobilizer. Within each principle, grants are categorized by missions which provide the context for the Foundation's programming. The current major national areas of activity are the following: (1) at-risk youth, including pregnant adolescents; (2) community education; (3) community foundations and other philanthropic issues; (4) economic development and neighborhood revitalization; (5) employment and training; (6) environment and conservation; (7) historically black colleges; and (8) social welfare. Beyond current program areas, the Foundation also supports program activities which encourage exploration in many other areas of funding. Descriptions of five representative programs, including interviews with participants, are included. (FMW)

ED 297 931 SE 048 177

Showers, Dennis Edward
Nuclear Energy Assessment Battery. Form C.
PUB DATE- 87
NOTE- 12p.; For a related document, see SE 048 178.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Attitude Measures; Controversial Issues (Course Content); *Nuclear Energy; Science Education; Science Interests; *Science Tests; Secondary Education; *Secondary School Science; *Student Attitudes
This publication consists of a nuclear energy assessment battery for secondary level students. The test contains 44 multiple choice items and is organized into four major sections. Parts include: (1) a knowledge scale; (2) attitudes toward nuclear energy; (3) a behaviors and intentions scale; and (4) an anxiety scale. Directions are provided for each of the four sections and an answer key and scoring instructions are likewise included. (ML)

ED 297 947 SE 049 422

Dadd, Debra Lynn
The Nontoxic Home. Protecting Yourself and Your Family from Everyday Toxics and Health Hazards.
REPORT NO.- ISBN-0-87477-401-2
PUB DATE- 86
NOTE- 223p.
AVAILABLE FROM- Jeremy P. Tarcher, Inc., 9110 Sunset Blvd., Los Angeles, CA 90069 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Asbestos; *Environmental Education; *Family Environment; *Hazardous Materials; Physical Environment; *Poisons; *Postsecondary Education; Radiation; *Safety; Science Education
The document maintains that the world is filled with health hazards and the best a person can do is to assess the danger of individual products, learn the risks, weigh the risks against the benefits, and decide whether or not to personally take these risks or to subject family members to them. This perspective begins in the home. This book discusses toxic chemicals and the health hazards found in the home including information on risks and nontoxic alternatives. Chapters include: (1) "Discovering How Your Home May be Toxic"; (2) "Cleaning Products"; (3) "Household Pesticides"; (4) "Tap Water"; (5) "Drugs and Medication"; (6) "Personal Care Products"; (7) "Food"; (8) "Clothing, Bedding, and Laundry Products"; (9) "The Home Office"; (10) "Hidden Hazards"; and (11) "Tobacco Smoke." Also included are resource lists including where to buy nontoxic products, household hazardous waste disposal programs, nonsmokers' rights groups, and government agencies regulating consumer products. An extensive bibliography is included. (CW)

ED 297 919 RC 016 726

Reinke, Joyce M.
More with Four: A Look at the Four Day Week in Oregon's Small Schools.
Oregon State Dept. of Education, Salem.
PUB DATE- 31 Mar 87
NOTE- 21p.; Paper presented at the Rural Education Symposium (Washington, DC, March 30-31, 1987). Appendix contains state regulations that may serve as a model for similar programs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Parent School Relationship; *Retrenchment; *Rural Schools; School District Spending; *School Schedules; *Small Schools; State School District Relationship
IDENTIFIERS- Four and One Half Day School Week; *Four Day School Week; *Oregon
The 4-day school week offers solutions to the financial and instructional problems often faced by small rural schools. Two southern Oregon schools implemented the 4-day school week on a trial basis in 1982-83 and, along with five eastern Oregon districts, continue to use this schedule today. The primary purpose of the change to a 4-day week was reduction in cost. According to the enthusiastic responses of parents, staff, and students on annual surveys, the 4-day week produced: (1) a 15% to 23% reduction in transportation costs plus additional savings in energy costs and nonteacher salaries; (2) more actual learning time due to less set-up time and fewer interruptions; (3) more time for staff development, extracurricular activities, and family business; (4) less student and teacher absenteeism; (5) higher teacher morale and student enthusiasm; (6) more parental involvement; and (7) no adverse effects on student achievement. The following disadvantages have been noted: (1) difficulties if restoration of the 5-day week is desired; (2) increased costs for some parents; (3) increased teacher stress; (4) tiredness in younger children; (5) the impact of holidays on the schedule; and (6) concerns about the national movement toward a longer school year. An additional three eastern Oregon districts have successfully implemented a four and one half-day week. The appendix includes state criteria for approval of alternative school calendar proposals, charts outlining calendars and daily schedules, and a list of participant Oregon schools. (SV)

ED 297 993 SE 049 626

Sanok, Gloria; Vissa, Jeanne
Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.
Association of Mathematics Teachers of New Jersey, Vineland.
PUB DATE- 87
NOTE- 60p.; For Monograph 1, see ED 270 321. For Monograph 2, see ED 262 989.
AVAILABLE FROM- AMTNJ Monograph, c/o Gloria Sanok, Wayne Public Schools, Wayne, NJ 07470 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Geometric Concepts; Instructional Materials; *Learning Activities; Lesson Plans; *Mathematical Enrichment; Teaching Guides; Worksheets
IDENTIFIERS- *New Jersey
This monograph presents geometric activities designed to foster curiosity and inquiry on the part of both students and teachers as they explore geometric ideas for 0 to 3 dimensions. Activities can be used in whole class presentation, small groups, or individual study. Grade levels span K-8. Suggested questions promote communication and sharing, and answers are included. The guide sheets include objectives to focus the activity, needed materials, historical background, directions, calculator usage where appropriate, and extensions of the topics in the activity. Lessons may be duplicated for classroom use. The activities concern: "From 0-D to 1-D: What's the Point?" (introduction to point and line); "The Geometry of Distortions" (topological transformations); "Curve Designs" (optical illusions); "Coordinate Distortions" (coordinate geometry); "String Along" (ratio); "Going Around in Circles" (pi); "Golden Ratio" (ratio and proportion); and "The Shadow from the Nile" (indirect measurement). (MNS)

ED 298 009 SO 018 006

Wyatt, Charles, Ed.
Monroe Brannon: Gary's Master Story Teller.
PUB DATE- 80
NOTE- 60p.; For related documents, see SO 018 000-007.
AVAILABLE FROM- Loblolly, Inc., Box 189, Garry, TX (subscription $6.00 a year; single copies, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ethnography; Farmers; *Folk Culture; Local History; Monologs; Narration; *Personal Narratives; Pharmacy; Rural Areas; *Rural Population; Secondary Education; Songs; Story Telling
IDENTIFIERS- *Texas (East)
Storyteller Monroe Brannon, although a native of Louisiana, was a long time resident of Gary, Texas. Mr. Brannon shared his fantastic memory of events and people which go back to the 1890s when he was two and half years old. He was keen observer of all that he saw and heard and forgot little. And so he was able to provide stories on a wide range of people and activities, notably his work as a druggist and postmaster. All that he asked was a day's notice to collect his thoughts on a particular subject. (BZ)

ED 298 049 SO 019 254

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 85
NOTE- 175p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Art; Black Colleges; Business Education; Children; *Colleges; Educational Development; *Educational History; Educational Philosophy; Educational Policy; Federal Government; Females; *Government School Relationship; *Industrial Education; Labor Force Development; Liberalism; *Moral Development; Museums; *Periodicals; Religion; Womens Studies
IDENTIFIERS- *Depression (Economic 1929); Dodge (Mary Mapes); Italy; Massachusetts; Nation (Journal); New Republic (Journal)
The papers of this proceedings are presented in three parts. The four papers in part 1, "Issues in 20th Century American Education", discuss the women graduates of Oberlin College, 1836-1860, the Americanization of art museums, the business community's response to government's support of the labor movement, and the response of liberalism to the educational depression as seen through the publications of "Nation" and the "New Republic". The titles are: (1) "Conflict of Roles: Evangelism and Feminism a Twentieth Century Perspective?" (R. S. Saslaw); (2) "John Cotton Dana, The Newark Museum and the Arts in American Society" (A. S. Schnee); (3) "The National Association of Manufacturers and the Free Enterprise Campaign in the Schools, 1929-1949" (C. A. Moore); and (4) "The Assault on the Schoolhouse: Liberal Responses to the Educational Depression" (J. M. Wallace). The three papers in part 2, "Educational Developments in 19th Century American Education", present the moral instruction found in a children's magazine, the debate about the purpose of industrial education, and the growth of colleges in Massachusetts. Part 2's titles are: (1) "The Magazine as Educator: Mary Mapes Dodge and 'St. Nicholas'" (L. B. Fuller); (2) "Book and Platform Over Anvil and Hoe: Horace Mann Bond and the Place of Industrial Education in the Black College Curriculum" (W. J. Urban); and (3) "The Colleges and the State in Mid-Nineteenth Century Massachusetts" (A. Tachikawa). In Part 3, "Studies in European Educational Ideologies", two papers cover Italian education prior to fascism and under fascism, and the third paper gives insights into Homeric educational philosophy. The titles for Part 3 are: (1) "Bottai and Fascist Educational Policy, 1936-1943" (A. De Grand); (2) "Education in Liberal Italy: Prelude to Fascism?" (F. J. Coppa); and, (3) "An Alternative Approach to Homer's 'Iliad'" (R. H. Beck). The proceedings and the business meeting's minutes are included. (DJC)

ED 298 129 SP 030 571

Gale, Larrie E.
A New Approach to the Skills of Effective Teaching. Final Report of the FIPSE Project.
Brigham Young Univ., Provo, Utah. Coll. of Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 13p.
GRANT- G008844057
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Learning Strategies; *Learning Theories; Preservice Teacher Education; *Teaching Methods; *Theory Practice Relationship; *Videodisks
IDENTIFIERS- Brigham Young University UT
This project proposed to design and develop interactive videodiscs for teaching learning theory to teacher education students. The thesis was that simulations provided via interactive video could help prospective teachers both "see" the use of learning theory and more readily transfer theory into practice in the classroom. The intended audiences were students in teacher training programs for both the elementary and secondary levels at Brigham Young University (Utah). The project had three primary emphases: (1) transfer of different forms of instructional materials to videodisc so they might be evaluated by the students under computer control; (2) development of simulations that were examples of the use of learning theory in an actual classroom situation; and (3) conceptualization and development of authoring template tools. Due to important administrative changes in research support, the project was aborted midway. (JD)

ED 298 158 TM 012 263

Owen, Steven V.; Froman, Robin D.
Development of a College Academic Self-Efficacy Scale.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aptitude; *College Students; Difficulty Level; Higher Education; *Rating Scales; Self Actualization; *Self Evaluation (Individuals); *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *College Academic Self Efficacy Scale; *Likert Scales
This study concentrates on the development and estimation of measurement properties of the College Academic Self-Efficacy Scale (CASES). Three university faculties in education and psychology developed a pool of routine, frequent academic behaviors of college students. The pool was examined by seven graduate teaching assistants and trimmed and reworded based on their suggestions, before being rated by 93 undergraduate educational psychology students. A 33-item assortment without hierarchical arrangement resulted. A five-point Likert-type instruction was appended. For reliability estimation, the scale was administered twice over an eight-week period to another group of 88 educational psychology students. Concurrent validities were estimated with two different criteria, and factorial validity was estimated via exploratory principal factor analysis. Finally, a new sample was asked to estimate the difficulty of performing each of the behaviors listed in the scale. Results indicate that the preliminary measurement properties of the CASES are encouraging. Additional validity studies are recommended. (TJH)

ED 298 228 UD 026 363

Gary, Lee P., Jr.
Economic Prosperity and the Responsibility of Public Education in Metro New Orleans.
PUB DATE- 23 Jun 88
NOTE- 31p.; Paper presented at the Metro New Orleans Town Meeting on "Public Schools: Solutions '88" (New Orleans, LA, January 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Economic Opportunities; Economic Progress; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Government Role; Government School Relationship; *Public Schools; State Departments of Education; State Government; State Legislation; State Officials; Statewide Planning; Urban Education
IDENTIFIERS- *Louisiana (New Orleans)
It is the theme of this paper that economic prosperity and public education are inseparable; yet, both are lacking in Louisiana. The lack of excellence in education is a liability for stimulating and accelerating the growth and diversification of business and industry. In particular, educational mediocrity is evidenced in the following: (1) staggering failure rates of male and black students in the first grade; and (2) low scores of high school seniors in the American College Testing Program (ACT). Recommendations for achievement improvements in these two areas are presented. The Governor-Elect, the Louisiana Legislature, and the State Board of Elementary and Secondary Education (BESE) must develop a team approach to ensure meaningful reform of the State's public education system. Key recommendations for improvement include the following: (1) compulsory state-funded pre-schooling for 4- and 5-year olds; (2) performance pay raises for classroom teachers; (3) funding for more textbooks and libraries; (4) privatization of the State vocational and technical schools; and (5) implementation of the already mandated exit exam for graduation from high school. Four tables of statistical data on student attrition rates and ACT scores are included. (FMW)

ED 298 241 UD 026 378

Money Income and Poverty Status in the United States: 1987. (Advance Data from the March 1988 Current Population Survey). Current Population Reports: Consumer Income.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Aug 88
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Age; Blacks; *Census Figures; Educational Attainment; Family (Sociological Unit); *Family Income; Family Size; Geographic Distribution; Heads of Households; Hispanic Americans; *Income; One Parent Family; Place of Residence; *Poverty; Race; Racial Differences; *Statistical Data; Whites; Work Experience
IDENTIFIERS- Current Population Survey

This report presents data from the March 1988 Current Population Survey (CPS) on the income and poverty status of families and persons in the United States for the calender year 1987. The following family characteristics are examined: (1) family income; (2) family composition, race, and Hispanic origin; (3) educational attainment of householder; (4) work experience of householder; (5) number of earners; (6) geographic distribution; (7) type of residence; (8) earnings of year-round, full-time workers; (9) per capita income; (10) poverty status; and (11) income deficit. Among the highlights for 1987 are the following: (1) median family income was $30,850, 1 percent higher than 1986; (2) median income of female-headed families with no husband present increased 3.4 percent; (3) real per capita income, at $12,290, was at an all time high, increasing 1.6 percent over its 1986 level; (4) the number of persons below the Federal poverty level was 32.5 million; (5) the poverty rate was 13.5 percent; (6) the poverty rate among Whites decreased by 0.5 percent, while the rate among Blacks increased by 2 percent; (7) 10.5 percent of Whites and 33.1 percent of Blacks were in poverty; (8) the Hispanic poverty rate showed no significant change, but the number of Hispanics in poverty increased by 353,000; and (9) the poverty rate among persons living on farms declined by 7 percent. Data are presented on 36 tables and figures. Appendices provide definitions and explanations, discuss the underreporting of income and the source and reliability of the estimates, and present facsimiles of CPS questionnaires. (BJV)

ED 297 905 RC 016 674

Heffernan, William D.; Heffernan, Judith Bortner
Rural Community Service Coordinator Program Interim Evaluation.
Missouri Univ., Columbia. Extension Div.
PUB DATE- 1 Oct 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Problems; Community Resources; Community Support; Coping; *Counseling Services; *Crisis Intervention; Emotional Disturbances; Mental Health; *Mental Health Programs; Program Development; *Program Effectiveness; *Program Evaluation; Psychiatric Services; Psychological Services; Rural Education; *Rural Extension
IDENTIFIERS- Food Security Act 1985; *Missouri
This is an early assessment of the Rural Community Service Coordinator Program (RCSCP), organized by the University of Missouri Extension Service using funds from the federal Food Security Act of 1985. Five full-time coordinators were named by area mental health officials to help rural people cope with despair and emotional disturbances caused by the severe economic problems of the 1980s. This report was based on information from 757 evaluation forms received during the first 4 months of the program. A total of 5,080 people were counted as having been contacted directly by coordinators, along with many unreported and informal contacts. About 50% of coordinators' activities involved one-to-one interaction with community leaders. These contacts helped set up networks that enabled coordinators to pull community services together during crises. Almost 20% of the activities identified by coordinators involved consulting with community caregivers and service providers, who often function in relative isolation from one another and find themselves highly stressed. Twenty-three percent of the coordinators' activities involved meeting with community groups to lead discussions or educational sessions. Eight percent of coordinators' contacts involved crisis intervention. Program evaluators expressed desire that the program reach more areas and that more attention be given to changes made in the communities rather than what coordinators were doing there. The data, however, support the view that the RCSCP had a significant impact during its initial term of operation. Document includes excerpts from coordinators' reports, and one table. (TES)

ED 297 932 SE 048 178

Showers, Dennis Edward
The Effect of Persuasion on Nuclear Attitudes of Secondary School Students.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987). For a related document, see SE 048 177.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Attitude Change; Controversial Issues (Course Content); *Knowledge Level; *Nuclear Energy; Nuclear Warfare; Persuasive Discourse; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Student Attitudes; Teaching Methods
Designed to test the effects of knowledge acquisition on attitude formation and change, this study investigated whether knowledge-oriented instruction would have a different effect on students' nuclear attitudes than attitude-oriented instruction. High school students (N=331) from six schools who had not studied nuclear energy in any class or major curriculum unit participated in the study. The six schools were divided into two experimental groups (one receiving the knowledge treatment and one receiving the attitude treatment) and one control group (receiving a placebo treatment). Attitude and knowledge were measured with pretests, posttests, and retention tests. Data from the study indicated that knowledge about nuclear energy can be increased without increasing favorable attitudes toward nuclear energy and that favorable attitudes toward nuclear energy can be increased without changing knowledge of the subject. The teaching implications relating to knowledge and attitudes are also discussed and recommendations for further research are indicated. (ML)

ED 297 979 SE 049 605

Holm, Amy E.
Tropical Forests. Global Issues Education Packet.
PUB DATE- 87
NOTE- 16p.; For other packets in this series see SE 049 606-609. Contains photographs which may not reproduce well.
AVAILABLE FROM- Global Tomorrow Coalition, 1325 E Street, NW, Suite 915, Washington, DC 20005 ($7.00 each packet, set of 5 packets $30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Ecological Factors; *Ecology; Educational Games; Elementary School Science; Elementary Secondary Education; *Environmental Education; Instructional Materials; Intermediate Grades; Middle Schools; Science Activities; *Science and Society; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Tropical Forests
Tropical forests provide the world with many products and an incredible diversity of plant and animal life. These forests also provide watershed areas, soil control, climate regulation, and winter homes for migrating birds from North America. It is believed that about 40% of tropical forests have already been destroyed in the last 20-30 years, prompted by social and economic pressures. To curtail this trend, attitudinal and institutional changes in the industrialized nations of the world must be made to preserve the economic and environmental security of the world. Education can create an awareness of this issue from which decisions can be formulated and appropriate actions taken. This document contains six activities for intermediate and middle school students including: (1) "Tropical Pursuit"; (2) "Tropical is Topical"; (3) "Follow the Yellow Brick Road"; (4) "Monkey See, Monkey Do"; (5) "A Tropical Tail"; and (6) "May the Forests be With You." Each activity provides a brief description, a concept statement, objectives, background information, a list of relevant subject areas and skills, a list of materials, and the procedures used to conduct the activity. (CW)

ED 298 038 SO 019 243

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (8th, Chicago, Illinois, October 24-27, 1973).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 74
NOTE- 103p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Colleges; *Educational Administration; *Educational History; *Educational Legislation; Educational Philosophy; Educational Research; Higher Education; Identification (Psychology); Social Environment; State Boards of Education; Values Education; Womens Studies
IDENTIFIERS- Anarchism; *Japan; Neill (A S); Nineteenth Century; Office of Education; Twentieth Century
These papers from the Midwest History of Education Society's 1973 annual meeting include topics on United States and Japanese education, A. S. Neill, and Ella Flagg Young. The editor's supplement includes two papers on U.S. educational administration. "American Education at the Turn of the Century" (P. A. Graham) urges that research of this period focus less on educational reforms and examine the educational process instead. "The History of the Soka Gakkai Movement and Its Educational Implications" (C. H. Gross) describes the history, the appeal, and the philosophical base of the Soka Gakkai (Value Creation Society) in Japan from 1930 to the present. "A. S. Neill, Summerhill, and the Anarchist Tradition" (J. Kirschner) examines anarchism and traces its influence on Neill's educational philosophy. "National Identity and Education: Symbols and Reality" (N. R. Bernier) is a thought paper on national cohesion through the socialization process. To avoid national disintegration, a national identity is promoted through national symbols that incorporate a collective self-image of an interdependent people. "Ella Flagg Young: Chicago School Superintendent, 1909-1915" (R. V. Donatelli) details the accomplishments of Young. "The Founding of the U.S. Office of Education: A Legislative History" (D. R. Warren) describes the U.S. Congress's debates over H.R. 276 in 1866-67 for the formation of the U.S. Office of Education. "The Iowa Experiment with an Integrated System of Higher Education" (E. Rutkowski) describes the history of the attempted coordination of Iowa's three state universities and their curricula under a state board of control at the turn of the century. The program, the business meeting's minutes, and attendees' list is included. (DJC)

ED 298 063 SO 019 299

Martin Luther King, Jr. Teacher's Resource Manual.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Leadership; *Civil Liberties; *Civil Rights; Elementary Secondary Education; Instructional Materials; Resource Materials; Resource Units; Social Studies; Speeches; State Curriculum Guides; Units of Study
IDENTIFIERS- *King (Martin Luther Jr)

This Connecticut teachers' manual on Martin Luther King, Jr. includes: (1) teacher background information; (2) five excerpts from King's speeches; (3) four themes for lesson plans; and (4) sample lesson plans. The teacher's background information provides biographical sketches of King and his precursors. The five speeches reproduced here are "I've Been to the Mountaintop" (1968), "I Have a Dream" (1963), "Nobel Prize Acceptance Speech" (1964), "The Drum Major Instinct" (1968), and "Letter from Birmingham Jail" (1963). There are four lesson plan themes on equality, freedom and justice, peace, and civic participation. Each lesson plan is presented at the elementary, intermediate, and secondary level and includes an introduction, objectives, materials needed, procedure for presentation, and suggested additional activities. This manual also contains a timeline on King and the modern civil rights movement, a play entitled "The Decision: Dr. Martin Luther King, Jr." by Cynthia Mathews, and a 19-item resource list. (DJC)

ED 298 078 SP 029 061

Kottkamp, Robert B.; And Others
Teacher Ethnicity: Relationships with Teaching Rewards and Incentives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 59p.
CONTRACT- ERI-P-86-3091
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Teachers; Cubans; Elementary Secondary Education; *Ethnicity; *Incentives; Interprofessional Relationship; *Racial Differences; *Teacher Attitudes; *Teacher Characteristics; Teacher Student Relationship; Whites
Survey data collected from 2,718 Dade County (Florida) public school teachers were analyzed to determine the relationship between teacher ethnic identity and patterns of perceived work rewards and incentives. Anglo, Black, and Cuban teachers were included in the survey. Results indicated that patterns of differences existed among the teacher ethnic groups. Black teachers were somewhat more satisfied with their jobs, schools, and principals than Anglo teachers. Intrinsic rewards related to "reaching" students were primary for all ethnic groups, but Black teachers perceived these at higher rates than Anglos. Differences existed in orientation toward individuals in authority positions and colleagues. There were few ethnic differences in perceptions of financial rewards and incentives. Considerable mismatch was found between the types of students teachers from all ethnic groups wanted to teach and the students they actually taught. Implications for policymakers on incentives and on potential responses to various models of educational reform are discussed and policy recommendations for recruitment and retention are offered. (Author/CB)

ED 298 095 SP 030 500

Health/Physical Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
Michigan State Board of Education, Lansing.
PUB DATE- Jun 86
NOTE- 27p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adapted Physical Education; Demonstration Programs; Drug Education; Elementary Secondary Education; Exercise; *Health Education; *Physical Education; Program Costs; Program Development; *Special Education; *Validated Programs
IDENTIFIERS- *National Diffusion Network Programs

This booklet contains descriptions of 18 health and physical adult education programs that have been validated as successful by the Joint Dissemination Review Panel of the Department of Education (JDRP). The projects have been developed by individual school districts throughout the nation, in response to their local needs. The programs are indexed alphabetically, by categories, and by grade level. When a program has been used successfully at other grade levels it is noted in the program description. Each program description includes the age level for which it has been reviewed and validated by the JDRP, an abstract of the program's content, requirements for program implementation, program costs, and services offered by the program. Programs on a broad range of topics are presented, including alcohol education, cardiovascular fitness, staff development, weight control, mainstreaming and many others. (JD)

ED 298 143 TM 012 229

Marsh, Herbert W.; And Others
Masculinity and Femininity: A Bipolar Construct and Independent Constructs.
PUB DATE- 11 Jun 88
NOTE- 39p.
AVAILABLE FROM- Herbert W. Marsh, Faculty of Education, University of Sydney, New South Wales 2006, Australia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Androgyny; College Students; Construct Validity; *Factor Analysis; Multitrait Multimethod Techniques; Personality Measures; Psychometrics; *Rating Scales; *Self Esteem; *Sex Differences; *Social Desirability
IDENTIFIERS- Bipolar Trait Ratings Scales; Confirmatory Factor Analysis; *Masculinity Femininity Variable

Data from the authors' previous research (1979, 1980, 1987), consisting of responses to five masculinity-femininity (M-F), two esteem, and two social desirability instruments, were reanalyzed. The subjects were 104 male and 133 female college students who completed the: Bem Sex Role Inventory, Personal Attributes Questionnaire, ANDRO instrument and Social Desirability Scale from the Personality Research Form, Femininity Scale of the California Psychological Inventory, Masculinity versus Femininity Scale of the Comrey Personality Scales, Feelings of Inadequacy Scale, and Self-Acceptance Scale. Correlations between M and F for the five M-F instruments varies from 0.23 to about -1.0. Support for distinguishable (non-bipolar) M and F factors was found for four of the instruments. Applying confirmatory factor analysis (CFA) and hierarchical CFA, the dimensionality of M-F and the influence of method/halo effects in responses to specific instruments were studied. The best fitting model identified three higher-order factors. In support of traditional personality theories, one factor was a bipolar M-F construct, but in support of androgyny theory, the other two factors were distinguishable M and F factors. The factor structures were reasonably invariant for men and women; methodological implications of this finding are substantial. In subsequent analyses, the higher-order M-F factors were related to esteem, social desirability, and gender in order to further test interpretations of the M-F factors. Six tables and four figures conclude the document. (TJH)

ED 298 174 TM 012 323

Marso, Ronald N.; Pigge, Fred L.
An Analysis of Teacher-Made Tests: Testing Practices, Cognitive Demands, and Item Construction Errors.
PUB DATE- Apr 88
NOTE- 50p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cognitive Measurement; Elementary Secondary Education; *Public School Teachers; *Teacher Made Tests; *Test Construction; Test Format; Testing; Test Items
This study encompassed the collection of teacher reported (N=326) testing practices and the direct assessment of teacher-made tests (N=175) for item cognitive functioning levels and construction errors. Focus was on assessing the nature and quality of teacher-made tests used in public school classrooms and describing the classroom teachers' testing preferences. It was found that the classroom teachers prepared and administered many formal teacher-made tests during the school year (X=54.1); they wrote most of their own test items; they most frequently used multiple-choice, matching, and short response items but infrequently used essay items; they infrequently completed post-hoc statistical analyses of their tests; most teachers' tests and test items functioned primarily at the knowledge cognitive level with the exception of the math tests; and matching exercises followed by completion and essay items contained the most construction errors per exercise. Item cognitive functioning levels, testing practices, and item construction error frequencies significantly differed when the tests and teacher survey responses were classified by grade level and by subject area, but only cognitive functioning levels differed by the amount of teaching experience or school setting (urban, rural, and suburban). Seven tables are included. (Author/SLD)

ED 298 188 UD 026 107

Strickland, Dorothy S., Ed.; Cooper, Eric J., Ed.
Educating Black Children: America's Challenge.
Howard Univ., Washington, DC. Bureau of Educational Research.
PUB DATE- 87
NOTE- 145p.
AVAILABLE FROM- Dr. Faustine C. Jones-Wilson, Editor, Journal of Negro Education, Howard University-West Campus, 2900 Van Ness St., N.W., Washington, DC 20008.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Black Students; Black Youth; *Educational Policy; Educational Quality; Elementary Secondary Education; Equal Education; *Family School Relationship; Inner City; *Policy Formation; Program Development; Program Effectiveness; School Community Relationship; School Organization; Teacher Effectiveness; *Teacher Student Relationship; *Urban Education
This book comprises papers on effectively educating black children. The foreword is by U.S. Representative Augustus F. Hawkins; the introduction is by Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching. Section I, "School Policy: Formation and Implementation," includes the following papers: (1) "Revisiting School-Community Responsibilities in the Administration of Education" (Francis A. J. Ianni); (2) "High Standards and Great Expectations: The Foundations for Student Achievement" (Bill Honig); (3) "Administrative and Organizational Arrangements and Considerations" (Eugene E. Eubanks and Daniel U. Levine); and (4) "Educating Black Children: An Equity-Based Model" (Charles D. Moody, Sr.). Section II, "Teaching and Learning in the Classroom," includes the following papers: "It Ain't No Consolation" (Alvin F. Poussaint); (2) "Teachers: Potent Forces in the Learning Lives of Black Children" (Charlotte Kendrick Brooks); and (3) "Cooperative Learning and the Education of Black Students" (Robert E. Slavin). Section III, "The Home-School Partnership," contains the following papers: (1) Parent Participation and the Achievement of Disadvantaged Students (Carol Ascher and Erwin Flaxman); (2) "Black Family Stress and School Achievement" (James P. Comer); (3) "Growing Up Literate: Learning from Inner-City Families" (Denny Taylor and Catherine Dorsey-Gaines); and (4) "Working with Families from Diverse Backgrounds" (Patricia A. Edwards). Section IV provides keynote presentations from the National Conferences on Educating Black Children by the following speakers: (1) Mary Hatwood Futrell; (2) Marion Wright Edelman; and (3) Alease Gant. A list of references is provided for each paper. An annotated bibliography on the education of the black child, prepared by the ERIC Clearinghouse on Urban Education, is included. (BJV)

ED 297 948 SE 049 423

Morris, Robert, Ed.
Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102526-0
PUB DATE- 87
NOTE- 138p.; For previous volume, see ED 280 674.
AVAILABLE FROM- UNESCO, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020) Books (010)
DESCRIPTORS- After School Programs; Clubs; Educational Practices; *Elementary School Mathematics; Elementary Secondary Education; *Enrichment Activities; *Extracurricular Activities; *International Educational Exchange; Mathematics Education; *Mathematics Instruction; Resource Materials; *Secondary School Mathematics; Student Interests; Teacher Education; Teaching Methods

This is the sixth volume in a series designed to improve mathematics instruction by providing resource materials for those responsible for mathematics teaching. Focusing on out-of-school mathematics education, this volume presents a panorama of current practices around the world and suggests future trends. Subjects considered include: (1) "Activities Arranged for the Younger Learner"; (2) "Mathematics and the Media"; (3) "Other Sources"; and (4) a case study. The 11 chapters include: "Mathematics Clubs" (Rada-Aranda); "Mathematical Camps" (Rabijewska and Trad); "Mathematical Contests and Olympiads" (Greitzer); "National Mathematical Olympiads in Vietnam" (Le Hai Chau); "Broadcasting and the Open University of the United Kingdom" (Lovis); "Distance Education in Mathematics" (Knight); "The Education of Talented Children in Mathematics in Hungary" (Genzwein); "Mathematics in Literacy Classes" (Zepp); "Mathematics Training for Work" (Straesser); "Family Math" (Stenmark); and "Out-of-school Mathematics in Colombia" (de Losada and Marquez). (CW)

ED 297 964 SE 049 464

Zeidler, Dana Lewis
Moral Education: The Missing Link to Science, Technology and Society Programs.
PUB DATE- 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National Science, Technology, Society Conference (2nd, Washington, DC, February 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Ethical Instruction; *Ethics; *Moral Development; Moral Values; *Science and Society; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods; Technology

Progressive approaches to science education incorporate a social dimension based on an interdisciplinary curriculum. The importance of such an approach has been recognized by educators and many science-techonology-society (STS) programs have been developed as a response to this social need. However, such programs may fall short of their mark without adequate treatment to the process of moral education for the students engaged in these programs. This paper argues that the process of moral development and policymaking are necessary in the classroom both as a foundation of moral education and as the link which will make otherwise interesting STS programs pedagogically effective ones. This paper explores viable approaches which educators may use in presenting the idea of competing choices with respect to ethical issues in STS and an overview of some of the problems in applying ethical theory to social problems. (Author/CW)

ED 298 111 SP 030 541

Brown, Howard
Teaching without Subject Preparation. Issue Paper #8603.
Colorado State Dept. of Education, Denver.
PUB DATE- May 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; Accreditation (Institutions); Educational Legislation; *Intellectual Disciplines; *State Standards; *Teacher Background; Teacher Certification; *Teacher Qualifications
IDENTIFIERS- *Colorado; *Teacher Misassignment
Assignment of teachers to teach subjects for which they have not had academic preparation is a topic of considerable concern presently. This paper: (1) reviews present Colorado provisions regarding teacher subject eligibility and assignment; (2) reports available data as to the extent of teaching without academic preparation; (3) identifies alternative standards for eligibility to teach a subject; and (4) identifies alternative means for monitoring compliance with standards. (JD)

ED 298 215 UD 026 349

Mei, Dolores M.; And Others
Magnet School Program: 1987-1988. End-of-Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Aug 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Attendance; Cultural Differences; Educational Environment; High Schools; *Humanities Instruction; *Magnet Schools; *Program Effectiveness; *Program Evaluation; Racial Relations; *Secondary Education; Student Attitudes; Urban Schools

IDENTIFIERS- New York (New York)

During the 1987-88 school year the New York City Board of Education instituted Magnet School Programs in the following high schools: (1) Central Park East Secondary School; (2) The High School for the Humanities; (3) Townsend Harris High School; and (4) John Dewey High School. The programs at these schools were designed to offer special curricula in the humanities not ordinarily available at students' zoned high schools, and to provide a school environment in which students of diverse racial and ethnic backgrounds would have increased achievement motivation. Administrators hoped this would translate into high attendance rates, high achievement, positive intergroup relations, and a positive attitude toward the Magnet Program. Overall, the program achieved its evaluation objectives, although there was some unevenness with respect to how well certain schools performed on individual objectives. Three of the four schools exceeded the achievement objective; three of the schools met the attendance objective; and students' responses to survey items about their school and their peers indicated generally favorable attitudes, despite the fact that the evaluation objective was not met in every case. Although the program's evaluation objectives were finalized late in the school year, the program was implemented successfully at the school level. However, late finalization of the objectives did preclude conducting a comprehensive program evaluation. Data are presented on three tables. (BJV)

ED 297 994 SE 049 627

Integrated Mathematics Course I. Term 1, Pilot Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-6010-40; ISBN-0-88315-585-0
PUB DATE- 84
NOTE- 265p.; For Term 2, see SE 049 628. For course II, see SE 049 629-630, course III, see ED 289 695-696.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, 131 Livingston Street, Room 617, Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Critical Thinking; Curriculum Guides; Geometry; Grade 9; *Integrated Curriculum; *Lesson Plans; Logic; *Mathematics Instruction; Number Systems; Problem Solving; Secondary Education; *Secondary School Mathematics; State Standards; Statistics; Teaching Guides
IDENTIFIERS- *New York (New York)

The Sequential Mathematics Sequence provides an integrated course of study for grades 9-11 in New York City. This document presents lesson plans for part one of the first-year course, designed for ninth grade. The curriculum interweaves algebra, geometry, logic, probability, statistics, and trigonometry, with the emphasis in the 60 lessons in this document on logic, algebra, probability, and statistics. Each lesson begins with a clearly stated aim presented in question form. Performance objectives, new vocabulary, and a motivational activity follow. A full development is then presented, with suggested pivotal questions. Applications, a summary, and sample homework examples are also included. In each lesson opportunities are infused for helping students to develop critical thinking, problem-solving, and reasoning skills. (MNS)

ED 298 010 SO 018 007

Wyatt, Charles, Ed.
Sheriff Corbett Akins.
PUB DATE- 79
NOTE- 80p.; For related documents, see SO 018 000-006.
AVAILABLE FROM- Loblolly, Inc., Box 189, Garry, TX (Subscription $6.00 a year; single copies, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ethnography; Folk Culture; Handicrafts; *Law Enforcement; Musical Instruments; *Narration; *Rural Areas; *Rural Population; Secondary Education; Story Telling
IDENTIFIERS- *Texas (East)

Panola County, Texas Sheriff Corbett Akins wrote a weekly column for the "Panola Watchman" in which he chronicled the adventures and mishaps of his force. He provides a wealth of information about East Texas life on everything from making fiddles, to running bloodhounds, to finding moonshine stills. The columns reprinted appeared from February, 1951 to November, 1951. (BZ)

ED 298 025 SO 019 202

Cortner, Richard; And Others
This Honorable Court: Teacher's Guide.
Greater Washington Educational Telecommunications Association, Inc., Arlington, Va.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 88
NOTE- 24p.
AVAILABLE FROM- WETA-TV, Department of Educational Activities, P.O. Box 2626, Washington, DC 20013 ($3.50 for guide alone; $69.90 for guide plus two videocassettes; price includes postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Constitutional History; Court Doctrine; *Court Judges; Court Litigation; *Court Role; *Federal Courts; History Instruction; Instructional Materials; Legal Responsibility; Lesson Plans; Resource Units; Secondary Education; Social Studies; *United States History; Units of Study
IDENTIFIERS- *Legal History; *Supreme Court
This teaching guide is designed to accompany and enhance a two-part Public Broadcasting System video documentary about the U.S. Supreme Court's history, legal processes, and activities. The purpose of this series is to examine the institution that for 200 years has been the principal custodian of the U.S. Constitution. A background essay, written by Richard Cortner, highlights: (1) the establishment of the federal judiciary system; (2) the Supreme Court's decision-making powers; and (3) the Supreme Court's history and role in shaping U.S. law. A section entitled "Profiles of the Justices" contains brief autobiographical sketches of recent Supreme Court judges. A lesson plan is provided for each of the two television programs, "A History of the Court" and "Inside the Supreme Court," and contains: (1) learning objectives; (2) a program synopsis; (3) suggested previewing and postviewing activities; and (4) student research-related activities. A glossary of terms, 34 selected resource materials, and a list of the Supreme Court chief justices are included. (JHP)

ED 298 096 SP 030 501

McDiarmid, G. Williamson; Ball, Deborah Loewenberg
"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 22p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, MI 48824-1034 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; *Knowledge Level; *Learning Processes; *Learning Theories; Mathematics Instruction; Teacher Effectiveness; *Teaching Experience; Teaching Methods; Writing Instruction
The Teacher Education and Learning to Teach Study of the National Center for Research on Teacher Education combines case studies of teacher education programs with longitudinal studies of teacher learning. In this paper, the development of the theoretical framework on which instrumentation for the longitudinal study is based is discussed. Organized around four commonplaces of knowledge central to teaching--subject matter knowledge, teaching and learning, pupils, and context--the framework grounds researchers' efforts to learn how teachers and prospective teachers weave together different kinds of considerations in teaching mathematics and writing to diverse learners. Strategies developed include a questionnaire, interviews, and an observation guide. The paper describe how these instruments were designed to be accessible to respondents with different views of good teaching. The paper concludes by setting the longitudinal component of the study in the broader context of the overall research mission and agenda. (Author)

ED 298 130 SP 030 572

Ochoa, Anna
Reforming Preservice Education: An International Dimension. Executive Summary.
Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 35p.
GRANT- G008302355
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Studies; Elementary Education; *Global Approach; Higher Education; *International Education; Preservice Teacher Education; Program Development; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Indiana University

The rapid growth of international dimensions in American life creates a critical need for improvements in international education. Recognizing the key role teachers play in efforts to improve and expand our capacity as a nation to deal responsibly and effectively with these dimensions of American life, this project was designed to internationalize the Indiana University elementary teacher education program. The project goals stressed the development of a comprehensive interdisciplinary program involving required courses for elementary education majors. The courses are designed to: (1) incorporate international content through instructional models designed and tested by faculty; (2) provide cross-cultural, experiential learning involving international students, the use of community resources and university area studies expertise; and (3) emphasize critical thinking, decision making modules and cooperative learning methods. Appended to this descriptive report on the project is an outline of considerations for developing a module for an internationalized teacher education program. (JD)

ED 298 159 TM 012 265

Duby, A.; Sonderup, L.

Evaluation Report on an Educational Teletext Programme about AIDS.
PUB DATE- Jul 87
NOTE- 9p.; Paper presented at the Conference of the Communication Association of Japan (Tokyo, Japan, July 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Broadcast Television; Educational Television; *Health Education; *Mass Instruction; Program Evaluation; Programing (Broadcast); Public Health; *Social Attitudes; Television Research; *Videotex
IDENTIFIERS- *South Africa

An evaluative research study was undertaken to provide the South African broadcasting industry with information on the feasibility of using video mass media approaches for public education on the Acquired Immune Deficiency Syndrome (AIDS). Specifically, the research was designed to determine public knowledge of and attitudes toward AIDS and shifts in knowledge and attitudes after viewing a teletext program on the disease. Study respondents were administered questionnaires prior to and after viewing the teletext program. Most respondents ranged in age from 17 to 25 years. Results indicate that: (1) respondents had a positive reaction to the teletext program; (2) the knowledge level of the viewers was raised significantly; and (3) respondents changed their opinions of AIDS in a number of ways. Since only a small number of South Africans possess teletext decoders and since the leading information source of the public is television, it is recommended that suitable AIDS programming be developed or purchased for airing on South African television. (TJH)

ED 298 202 UD 026 335

Peterson, Paul E.; And Others
The Evolution of the Compensatory Education Program.
PUB DATE- Oct 87
NOTE- 26p.; In: Policy Options for the Future of Compensatory Education; see UD 026 334.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, *Papers Presented at...* (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Agency Cooperation; *Compensatory Education; Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Federal Programs; *Federal State Relationship; Low Income; Program Administration; *Program Development; Program Evaluation; Program Implementation; Staff Development; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I

Over time, compensatory education has become an increasingly institutionalized and effective Federal program, characterized by the following: (1) cooperation; (2) mutual accommodation on the part of national, state, and local officials; (3) ready acquiescence to Federal guidelines at the state and local level; and (4) shared responsibility among professional administrators at all levels of government. Mutually accommodating intergovernmental relationships are founded on interdependence: Federal agencies have crucial legal and fiscal resources; locals have the operational capacity without which nothing can be achieved. The program is a product of a broad social movement with both national and local adherents. Cooperative relationships in compensatory education emerged gradually. Between 1965, when legislation authorizing the program was enacted, and 1981, when Congress modified many of the law's statutory requirements, the program evolved through three distinct phases. Originally it was little more than a vague expression of a general Federal commitment to help educate those in poverty. By the early 1970s the program had acquired a well-defined set of rules and guidelines that many state and local officials had difficulty understanding, to say nothing of implementing. Eventually, Federal, state, and local policymakers worked out their differences so that by the early 1980s a stable set of expectations concerning program operations emerged. Data are presented on three tables; a list of references is included. (BJV)

ED 298 229 UD 026 364

Farrar, Eleanor
The Boston Compact: A Teaching Case.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 42p.; Adapted from a longer essay by Eleanor Farrar and Anthony Cipollone, "After the Signing: The Boston Compact 1982-1985," in "American Business and the Public School," M. Levine and R. Trachtman, eds., New York: Teachers College Press, 1988; see ED 293 939.
GRANT- G008690011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; Business Responsibility; *Cooperative Programs; Corporate Support; *Educational Improvement; *Employment Opportunities; High School Graduates; High Schools; *High School Students; Politics of Education; Program Evaluation; Program Implementation; *School Business Relationship; School Responsibility; Urban Schools
IDENTIFIERS- *Boston Compact; Boston Public Schools MA; *Massachusetts (Boston)

The Boston Compact, signed in September 1982, is a formal agreement between the Boston School Department and members of the business community to collaborate in making new educational and employment opportunities available to the city's high school students. Co-signers agreed to the following: (1) assist in developing private sector initiatives in employment training; (2) help double the number of schools participating in the Jobs Collaborative, a school-to-work transition program; (3) recruit 300 companies to participate in a priority hiring program for graduates by 1984; and (4) increase the number of summer jobs available for students by 25 percent by 1984. The business community agreed to hire 400 June 1983 graduates into permanent jobs and to increase the number to 1,000 students by 1985 if they could meet entry-level requirements. On its side, the school department agreed to: (1) reduce both absentee and dropout rates by 5 percent annually; (2) implement increased standards for graduation that would ensure minimal competency in mathematics and reading by 1986; and (3) increase job and college placements after graduation by 5 percent annually. The business community exceeded its goals, but the schools were less successful. Although student performance as measured by standardized tests in mathematics and reading had increased, district average results were still below the national average. Instead of decreasing, the dropout rate increased each year. (FMW)

ED 297 920 RC 016 730

Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-38
PUB DATE- May 88
NOTE- 67p.
AVAILABLE FROM- U. S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each; 25% discount on orders of 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; Federal Indian Relationship; *Federal Legislation; Financial Policy; Financial Services; Financial Support; Money Management; *Program Administration; Program Budgeting; Program Evaluation; *Public Policy; Resource Allocation; Tribes; Trust Responsibility (Government); *Trusts (Financial); *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Budget Reconciliation Act; Bureau of Indian Affairs; Department of Agriculture; Department of Health and Human Services; Department of Housing and Urban Development; Department of the Interior; Food Stamp Program; *General Accounting Office; Supplemental Security Income Program; Veterans Administration

This report was sought by the Conference Committee on the Consolidated Omnibus Budget Reconciliation Act of 1985, concerned that federal law allows payments from tribal trust funds to be excluded when determining eligibility for welfare benefits to American Indians. Applicable federal laws and eligibility policies were reviewed to determine the treatment of tribal trust fund distributions and purchases made with such distributions by six welfare programs: Aid to Families with Dependent Children (AFDC); Supplemental Security Income (SSI); Food Stamps; Pensions for Needy Veterans, their Dependents and Survivors; the Indian housing component of Lower Income Housing Assistance; and the Bureau of Indian Affairs' General Assistance. It was found that for the four non-Social Security programs, guidance on a legislated $2,000 exclusion varied and was sometimes unclear. There was some inconsistency with federal laws in the treatment of such exclusions at the local level. The report recommended that Congress clarify the $2,000 exclusion required by the Judgment Funds Distribution Act and consider whether it is appropriate to require tribal trust fund awards and purchases to be treated differently under Social Security programs than under other welfare programs. The report also recommended that agency secretaries review welfare program policies to ensure consistent treatment of tribal trust fund distributions. The report includes tables, distribution figures and comments from affected agencies: the Department of Agriculture, the Department of Health and Human Services, the Department of Housing and Urban Development, Department of the Interior and the Veterans Administration. (TES)

ED 297 933 SE 048 975

Grouws, Douglas A., Ed.; And Others
Perspectives on Research on Effective Mathematics Teaching. Volume 1.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-254-6
PUB DATE- 88
NOTE- 261p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Cross Cultural Studies; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Fractions; Logical Thinking; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; *Teacher Effectiveness
IDENTIFIERS- *Mathematics Education Research
The papers and conference proceedings recorded in this monograph are from a conference on effective mathematics teaching. In addition to acknowledgements, foreword, introduction and participant list, the following articles are included: (1) "Teaching for Higher-Order Thinking in Mathematics: The Challenge for the Next Decade"; (2) "Interaction, Construction, and Knowledge: Alternative Perspectives for Mathematics Education"; (3) "Expertise in Instructional Lessons: an Example from Fractions"; (4) "Implications of Research on Pedagogical Expertise and Experience for Mathematics Teaching"; (5) "Content Determinants in Elementary School Mathematics"; (6) "Research and the Improvement of Mathematics Instruction: The Need for Observational Resources"; (7) "From Fragmentation to Synthesis: An Integrated Approach to Research on the Teaching of Mathematics"; (8) "Computer Usage in the Teaching of Mathematics: Issues That Need Answers"; (9) "Cross-Cultural Studies of Mathematics Teaching and Learning: Recent Findings and New Directions"; (10) "Can Teachers Be Professionals?"; (11) "Pervasive Themes and Some Departure Points for Research Into Effective Mathematics Teaching"; and (12) "An Agenda for Research on Teaching Mathematics". (PK)

ED 298 039 SO 019 244

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 75
NOTE- 133p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Acculturation; *Educational Change; *Educational History; *Educational Philosophy; Educational Strategies; Historiography; Immigrants; Learning Theories; *Religious Education; Research Design; Research Methodology
IDENTIFIERS- Indiana (New Harmony); *Owen (Robert); Quakers; Roman Catholic Church; *Utopia

The proceedings papers include topics on educational reform and intellectuals, religious education, immigrants, and the history of education as a discipline. The theme of an Editor's Supplement is utopianism and education, and the papers deal with Robert Owen. These three papers are reprinted from the 1973 meeting of the National History of Education Society. "The Origins of the Roman Catholic Cathechesis in the United States (1776-1799)" (C. J. Carmondy) traces the origins and the incorporation of religious education (cathechesis). "'Be Still and Know!': Quaker Silence and Dissenting Educational Ideals, 1740-1812" (J. Hendricks) relates the roles of the jeremiad, silence, and religious education on Quakerism and the visible contradictions of Quaker beliefs and lifestyle. "Brook Farm: A Lesson in Cooperative Education" (C. E. Alberti) presents the social and religious factors that led to the experiment's formation and describes the school's teachers, students, and curriculum. "A Study of Four Northern European Immigrant People and the Assimilation Process: Some Current Observations" (F. C. Nelsen) studies Germans, Dutch, Swedes, and Norwegians in relation to their views on acculturation. Under the heading "The History of Education: Past, Present, and Future", the first paper, "History of Education Today" (C. H. Gross) introduces the topic while discussing its validity as a course of study.. "History of Education in the Future: Obsolescence or Relevance" (A. Peters) offers six methods of interpreting history and presents Michael A. MacDanield's Seven Change Factors as a concise model for dealing with continuity and change. "Outline of a Model for American Educational Historiography" (W. R. Stephens) is a proposed conceptual model to help clarify research methodology. The first paper in the Editor's Supplement, "Millennialism and Education: The Case of Robert Owen" (R. G. Clouse), discusses the history and biblical interpretations for millennialism and Owen's personal interpretation that he employed at the New Lanark school. "Robert Owen's New Harmony Community: An Exemple of Communitarian Education" (G. L. Gutek) presents his philosophy on community, the family, and education. Finally, "A House Divided: Robert Owen and William Maclure at New Harmony" (C. Burgess) describes the conflict that arose over each man's educational theory and communitarian views. The meeting's proceedings, business meeting's minutes, and a list of attendees are included. (DJC)

ED 298 050 SO 019 255

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (21st, Chicago, Illinois, October 25-26, 1985).
Midwest History of Education Society, Cedar Falls, IA.
PUB DATE- 86
NOTE- 131p.; For related documents, see SO 019 242-257.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Children; Compulsory Education; Consolidated Schools; *Educational History; Elementary Secondary Education; Equal Education; Females; Higher Education; Parent Background; Racial Discrimination; Rural Schools; Sex Discrimination; Social Influences; Teaching Methods; Urban Schools
IDENTIFIERS- England; *Immigration; *Jesuits

The papers of this proceedings are presented in 5 parts. In part 1, "Education in Nineteenth Century Europe," the two papers describe the inception of the Ragged School Union in England and the educational opportunities in Naples. The titles are: "The Ragged Schools of Victorian England and Their Contribution to Child Emigration" (T. J. Phillips) and "Going to School in Early Nineteenth-Century Naples: The Youth of Francesco De Sanctis" (C. R. Wolf). Part 2, "Varieties of Quantitative History" contains three papers covering the conditions of Illinois common schools; the voluntary school attendance in Toledo (Ohio); and the occupational status of Scott High School (Ohio) male graduates, non-graduates, and their fathers. The titles are: "The Cost of Rural Schooling in Illinois in 1902" (W. Eaton); "Analysis of Manuscript Census Data for Fifteen- to Seventeen-Year-Olds in Toledo, Ohio, 1850-1900" (M. C. Grant); and, "Occupational Mobility in Graduates and Non-Graduates of an Urban High School, 1915-1925" (S. R. Snyder). "Gender and Culture in American Educational History" is the theme of part 3. Two papers describe the movement for equality in higher education by women and the education of the first generation of Americans of Mexican descent. The titles are: "Female Participation in the NEA, 1857-1912" (B. S. Handler) and "Social and Educational Influences Shaping the Mexican-American Mind: Some Tentative Thoughts" (G. San Miguel, Jr.). Part 4, "Classical Ideas in Theory and Practice" contains two papers on the similarities between Cicero and Quintilian on oratory education and the Jesuit educational system. The two titles are: "Oratory and Conduct in Cicero and Quintilian" (J. J. Chambliss) and "Loyola and the Jesuits: Masters of Educational Management, Method, and Teacher Preparation" (G. Arakeparadavil). The final section, Part 5, "Historical Deja Vu" contains three papers which discuss the inception and the evolution of Cornell University's policies and practices; William Chandler Bagley's opposition to limiting educational access and opportunity; and Robert R. Sherman's book, "Understanding History of Education." The titles are: "The Rhetoric and Reality of Academic Standards at Cornell University, 1868 to 1890" (E. M. Brier); "Toward the Rehabilitation of William Chandler Bagley: Some Notes on His Views on Race and Gender" (E. V. Johanningmeier); and, "Understanding History of Education" (R. R. Sherman). The program, the business meeting minutes, and directory of attendance are included. (DJC).

ED 298 064 SO 019 303

Seiter, Carl
Educational Reform or National Survival: Take Your Pick.
PUB DATE- 6 Nov 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, November 6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Finance; Federal Government; Federal Programs; National Security; Social Attitudes; *Social Change; Social Environment; *Social Problems
IDENTIFIERS- Society
In response to the Holmes and Carnegie reports that call for educational reforms in the teaching profession, this paper argues that the financial support for these future reforms will be diverted to fund the research to combat the emerging national crises that ultimately will threaten national security. Describing the emerging crises in this paper as being internal threats of significant magnitude, they are: (1) the prospective food shortage; (2) the energy shortage; (3) the greenhouse effect; (4) the cost of decommissioning nuclear plants; and (5) the cost of AIDS. In addition, other crises are listed as being additional financial drains on the funds that would be used for educational reforms. To fight these crises and to prevent future crises, a societal transformation is required. However, research on U.S. society reveals that citizens are unwilling to give up their materialistic habits and have little interest in the self-denial or austerity that are needed to bring about this transformation. The admonition to U.S. society is then to live more simply, to preserve natural resources, and to build a new image for the future. (DJC)

ED 298 079 SP 029 895

A Compendium of Innovative Teacher Education Projects.
NETWORK, Inc., Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 70p.
CONTRACT- 400-86-0022
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *College School Cooperation; Demonstration Programs; Higher Education; *Improvement Programs; Preservice Teacher Education; *Program Content; Program Evaluation; *Research Utilization; *Teacher Education Programs

This compendium provides information about 29 three-year teacher education projects, funded by the Department of Education in 1985. The projects seek to demonstrate that research utilization and sound practice can improve the preparation of teachers. The projects were developed and are operating collaboratively with local schools. Each has a documentation and assessment component that serves to measure program implementation and outcomes. Each entry in the compendium provides common information about the project: (1) level of schooling; (2) program length; (3) program focus; (4) program components; (5) special features; (6) program orientation; (7) target group; (8) primary research base; (9) program content; (10) instructional processes; (11) features of the project's collaboration with schools; (12) features of the project's work within the university; (13) intended outcomes; (14) products; and (15) contact person. The report is divided into five sections reflecting the scope of the projects: (1) comprehensive preservice teacher preparation programs; (2) intensive graduate teacher certification programs; (3) programs for first year teachers; (4) components of preservice teacher education programs; and (5) field settings that support teacher development. (JD)

ED 298 112 SP 030 542

Survey of Research on Sexually Transmitted Diseases.
Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- May 87
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Clinical Diagnosis; *Communicable Diseases; *Drug Therapy; *Medical Research; *Medical Services; Physical Health
IDENTIFIERS- *Sexually Transmitted Diseases

This survey covers periodical literature published in the field of research on sexually transmitted diseases during 1985. The articles cover the following diseases: (1) genital chlamydial infection; (2) gonorrhea; (3) genital herpes infection; (4) human papillomavirus infection; (5) acquired immunodeficiency syndrome (AIDS); (6) genital cytomegalovirus infection; (7) syphilis; (8) pelvic inflammatory disease; (9) genital mycoplasma infection; (10) sexually transmitted diseases--general; (11) sexually transmitted diseases--other; (12) vaginitis; (13) sexually transmitted diseases--pregnancy; and (14) pharmacology. Article entries are organized by categories: clinical, laboratory diagnosis, and therapy. An informative abstract of the article is included and a selected bibliography accompanies each section. (JD)

ED 298 144 TM 012 230

Marsh, Herbert W.
Confirmatory Factor Analyses of Multitrait-Multimethod Data: Many Problems and a Few Solutions.
PUB DATE- 22 Jul 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Construct Validity; *Factor Analysis; *Multitrait Multimethod Techniques; Research Methodology; *Research Problems
IDENTIFIERS- *Confirmatory Factor Analysis; Parameter Identification
During the last 15 years, there has been a steady increase in the popularity and sophistication of the confirmatory factor analysis approach to multitrait-multimethod (MTMM) data. However, important problems exist, the most serious being the ill-defined solutions that plague MTMM studies and the assumption that so-called method factors primarily reflect the influence of method effects. In three different MTMM studies--by T. M. Ostrom (1969), B. M. Byrne and R. J. Shavelson (1986), and H. W. Marsh and R. Ireland (1984)--ill-defined solutions were frequent and alternative parameterizations designed to solve this problem tended to mask the symptoms instead of eliminating the problem. More importantly, so-called method factors apparently represented trait variance in addition to, or instead of, method variance for at least some models in all three studies. Further support for this counter interpretation of method factors was found when external validity criteria were added to the MTMM models and correlated with the trait and so-called method factors. This problem invalidates the traditional interpretation of trait and method factors and the comparison of different MTMM models. A new specification of method effects as correlated uniqueness instead of method factors was found to be less prone to ill-defined solutions and, apparently, to the confounding of trait and method effects. Two tables conclude the document. (Author/TJH)

ED 298 242 UD 026 380

Nicolau, Siobhan; And Others
Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
Hispanic Policy Development Project, Inc., New York, NY.
PUB DATE- 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Counseling; Citizen Participation; Community Programs; Day Care; Economically Disadvantaged; Educational Attainment; Educationally Disadvantaged; Elementary Secondary Education; *Employment Problems; Equal Opportunities (Jobs); Family (Sociological Unit); Family School Relationship; High Risk Students; *Hispanic Americans; *Job Training; Minority Group Children; Policy Formation; *Program Development; Program Effectiveness; Public Education; *Public Policy; Social Services; Year Round Schools; Young Adults; *Youth Problems; Youth Programs
IDENTIFIERS- *Partnerships; *Public Private Relationship

A report from the 1988 Aspen Institute Conference reports that Hispanic youth are more likely to work at full-time jobs and are slightly more likely to work year-round than either Blacks or Whites, regardless of gender or age. But although jobs are available and Hispanics want to work, fundamental changes in the nature of the economy, low wage scales for unskilled labor, and low educational achievement are keeping the American dream out of Hispanic reach. Public/private strategies that address the specific problems of the following age groups are examined: (1) 0 to 6; (2) 7 to 13; (3) 14 to 18; and (4) 19 to 24. In order to break the cycle of poverty the following recommendations should be implemented: (1) build on Hispanic strength in local neighborhoods; (2) support Hispanic institutions dedicated to the overall development of Hispanic communities; (3) develop flexible strategies to prepare young Hispanic men and women for the new work place; (4) provide the crucial support young Hispanics need to enter or reenter education and training programs or to work; (5) promote fundamental restructuring of schooling and the use of schools to make them more responsive to the year-round learning and caring that poor youth and their families require; and (6) encourage mainstream and Hispanic media to play an active role in disseminating information and reinforcing the goals described in this report. Tables and figures illustrate the data. A list of references is included. Conference participants are listed. (BJV)

ED 297 906 RC 016 693

Browne, Dauna
Learning Styles and Native Americans.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *Brain Hemisphere Functions; *Cognitive Style; Early Childhood Education; *Language Processing; Prereading Experience; Primary Education; Reading Difficulties; *Reading Strategies
IDENTIFIERS- Embedded Figures Test; Learning Styles Inventory; Matching Familiar Figures Test (Kagan); *Native Americans; *Reading Concepts; Wechsler Intelligence Scale for Children (Revised)
This paper summarizes research on learning styles, then examines the cognitive style of Native American primary school students. Five theories of cognitive style (Dunn and Dunn, Gregorc, Kagan, Witkin, and Cohen) are examined along with the test instruments these theories have fostered. A sixth concept of cognitive style, brain hemispheric preference, is applied to a study of 197 Native American children. Testing indicates these children show greater strength in right hemisphere processing. It is suggested this hemispheric preference is encouraged by both the maturation process during early childhood and by the Native American's learning style. Based on this theory, 10 criteria for beginning reading programs for Native American children are identified. A holistic approach which recognizes Native American language, culture, and learning styles to teaching language skills is recommended. (CS)

ED 297 949 SE 049 424

Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-83/WS/38
PUB DATE- 86
NOTE- 92p.
AVAILABLE FROM- Connect, UNESCO, 7 place de Fontenoy, 75700 Paris, France (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Energy Conservation; *Energy Education; *Environmental Education; Games; Interviews; *Natural Resources; Research; Science Activities; *Science and Society; *Secondary School Science; Surveys; Water
IDENTIFIERS- *UNESCO

Environmental education should lead children, as future citizens, to acquire a more objective view of the way human societies function. It should also encourage an individual to take an active part in the community and to arouse the desire to take a responsible attitude regarding natural resource management. This experimental teaching module offers primary and secondary teachers some concepts on the rational management and use of natural resources to guide them in their teaching of these environmental concerns. The module consists of six thematic sections including: (1) "The Source of Our Wealth"; (2) "The Soil and Its Products"; (3) "Water and the Resources of Aquatic Environments"; (4) "Energy"; (5) "Ores and Metals"; and (6) "Societies and Resources". Each section includes a general introduction, suggestions for educational activities, and assessments. Activities are based on methods that emphasize observation of the local environment, documentary research, games including simulations and role playing, surveys and interviews, and problem solving in the local environments. The accompanying teacher's guide includes goals, objectives, and an annotated bibliography. (CW)

ED 297 965 SE 049 465

Webb, Norman L.; And Others
The Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jan 88
NOTE- 361p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Participative Decision Making; *Secondary School Mathematics; *Urban Education; Urban Studies; *Urban Teaching
IDENTIFIERS- *Urban Mathematics Collaborative Project

In 1984 the Urban Mathematics Collaborative (UMC) project was initiated to improve mathematics education in inner-city schools and to identify new models for meeting the ongoing professional needs of teachers. UMCs are located in Cleveland, Minneapolis-St. Paul, Los Angeles, Philadelphia, San Francisco, Durham, Pittsburgh, San Diego, St. Louis, Memphis, and New Orleans. In addition, two other projects were established: a Documentation Project to monitor the activities of the new collaboratives and a Technical Assistance Project to serve as a source of information for the collaborative projects. In each of the 11 cities, the UMC project supports collaboration among groups of mathematicians from high schools, higher education institutions, and industries, and encourages teacher participation in a broadly based local mathematics community. This report presents an overview of the efforts of the UMC project as a whole, as well as a brief description of each of the collaboratives and the Technical Assistance Project. The Appendix of the report includes a detailed progress report for each of the projects for the 1986-87 school year. (PK)

ED 297 980 SE 049 606

Hole, Amy E.
Population. Global Issues Education Packet.
PUB DATE- 86
NOTE- 11p.; For other packets in this series see SE 049 605-609. Contains photographs which may not reproduce well.
AVAILABLE FROM- Global Tomorrow Coalition, 1325 E Street, NW, Suite 915, Washington, DC 20005 ($7.00 each packet, set of 5 packets $30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Instructional Materials; Intermediate Grades; Mathematics Education; Middle Schools; Overpopulation; *Population Growth; Science Activities; *Science and Society; Science Education; Secondary Education; *Secondary School Science
One of the most critical issues that faces humanity is the world population boom. The high rate of population growth can directly affect sensitive issues such as the state of the environment, economic development, health, resource uses, and consumption. Though we have achieved the capability to override many of nature's limitations, we live in a limited space on limited resources. Many feel that the quality of life for future generations is being severely threatened by the continued rise in human population growth. These facts and trends should serve to augment the importance of educating young people about the issue of population. This curriculum guide represents a deliberate attempt to focus on population as a numbers game, since in order to understand the issues surrounding population, it is necessary to first understand the scientific or mathematical facts of population growth. Activities include: (1) "A Sense of Census"; (2) "Sheba the Amoeba"; (3) "The Potential of Exponential"; and (4) "Growing Globally." Each activity provides a brief description, a concept statement, objectives, background information, a list of subject areas and skills, a list of materials, and the procedures used to conduct the activity. (CW)

ED 298 011 SO 018 311

Missing Chapters: West Virginia Women in History.
West Virginia Women's Commission, Charleston.; West Virginia Women's Foundation, Charleston.
SPONS. AGENCY- West Virginia Humanities Foundation, Charleston.
REPORT NO.- ISBN-0-915917-00-9
PUB DATE- 83
NOTE- 131p.; Photographs may not reproduce clearly. For volume 2, see SO 018 312.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - General (020)
DESCRIPTORS- *Biographies; *Females; Individual Characteristics; *Personal Narratives; Role Models; *State History; *Womens Studies
IDENTIFIERS- *West Virginia

Nine women whose lives have contributed to West Virginia history are profiled in these collected essays. These women have made significant contributions to history as: midwife, physician, journalist, photographer, educator, musician, civic activist, and social reformer. The stereotypical image of a powerless, barefooted, uneducated girl is proven to be distorted and false. The profiles instead provide alternative ways to view women who were in harmony with as well as in opposition to the role expectations of their society and times. These essays are not intended to commemorate the death of renowned historical subjects. Instead, they celebrate the lives and contributions of ordinary women by showing that greatness is not easily defined and that history is also the experiences of people in our own neighborhoods, many of whom are women. The nine women are: Susan Dew Hoff, Clara Cogar Bender, Frances Benjamin Johnston, Fannie Holroyd, and Catherine Bliss Enslow. Photographs of all nine women are included. (APG)

ED 298 160 TM 012 277

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
REPORT NO.- GE6-725-06
PUB DATE- 86
NOTE- 33p.; For related documents, see TM 012 278, and TM 012 283-284.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; Capitalization (Alphabetic); *Educational Objectives; Elementary School Students; English; *Grade 5; Grammar; Intermediate Grades; *Minimum Competency Testing; Punctuation; Sentence Structure; Spelling; State Programs; Story Telling; Test Construction; *Testing Programs; Writing (Composition); *Writing Evaluation; Writing Instruction; Writing Skills
IDENTIFIERS- Proofreading; *Texas Educational Assessment of Minimum Skills

The writing learning objectives for fifth graders contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum." These objectives and the measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication. Skill areas covered by the objectives include: (1) show knowledge of standard capitalization; (2) show knowledge of standard punctuation; (3) recognize correct spelling of commonly used words; (4) show knowledge of correct English usage; (5) show ability to distinguish complete sentences from fragments and/or run-ons; (6) show ability to proofread a written communication; (7) write a composition to describe an object or picture; (8) write a composition to tell how to do something; (9) write a narrative on a specific topic; (10) write a composition in which two or more ideas/objects/places are classified and described; and (11) write a composition in which a choice is made and reasons given in order to convince a specific audience. Sample test items are provided for each of the skill areas. (TJH)

ED 298 175 TM 012 335

Chang, Linda Li
How To Evaluate Educational Software Easily and Efficiently. For Teachers, Parents and Home Computer Users. Self-Training Package.
PUB DATE- Apr 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Computer Software Reviews; Computer Uses in Education; Courseware; Elementary Secondary Education; Evaluation Methods; Microcomputers; *Programed Instructional Materials
IDENTIFIERS- *Software Evaluation; Training Materials
This self-training package is designed to help microcomputer users select appropriate and efficient educational software packages by using a software evaluation system. It is mainly designed for school teachers and parents. The system consists of a Criteria Rating Form (CRF) and a personal evaluation. The CRF--a five-point scale from excellent to not present and not applicable--objectively evaluates software quality. It concerns the accuracy and value of content, effectiveness of instructional design, appropriate record-keeping and management function, and ease of use. The personal evaluation provides four open-ended questions eliciting the user's judgments on the quality and usefulness of the software. The package is designed for use on the Apple IIe computer. Needs identification for selecting the right type of software, the use of the educational software evaluation system, and a practice evaluation are included (these three units are estimated to take 110 minutes to complete). Appendix 1 contains the system rating forms, and Appendix 2 provides an example of how the system is used. (SLD)

ED 298 189 UD 026 142

Peterson, James L.; Zill, Nicholas
Technical Notes to the Tables on Children, Education and Poverty.
Child Trends, Inc., Washington, DC.
PUB DATE- Dec 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Grade Placement; *Census Figures; Educational Attainment; *Elementary School Students; Elementary Secondary Education; Employed Parents; Enrollment Trends; Ethnicity; Family (Sociological Unit); Family Size; *High School Students; Migration; Mothers; Poverty; Predictor Variables; Residential Patterns; *Statistical Data
IDENTIFIERS- Current Population Survey
This document presents statistical data on the variables that affect the education of children aged 5 to 18 living in households. The data are culled from the October Current Population Surveys (CPS) for 1977, 1982, and 1983, and the March CPS for 1978, 1983, and 1984. The following variables are examined: (1) poverty; (2) race/ethnicity; (3) enrollment; (4) family structure; (5) family size; (6) maternal employment; (7) parents' educational attainment; (8) residential mobility; (9) grade placement; and (10) modal grade. Data are presented on 13 tables. (BJV)

ED 298 216 UD 026 350

Mei, Dolores M.; And Others
Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Mar 88
NOTE- 36p.; For related document, see ED 284 411.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; *Community Programs; Dropout Prevention; Dropout Programs; *Employment Programs; *High Risk Students; High Schools; *High School Students; *Job Placement; Job Training; Part Time Employment; Program Effectiveness; Program Evaluation; *School Community Relationship; Urban Schools
IDENTIFIERS- New York (New York)
The 1986-87 Attendance Improvement Dropout Prevention (AIDP) Part-Time Jobs Program was begun in spring 1987 to place at-risk New York City, New York, high school students in part-time, unsubsidized jobs that would motivate them to improve their school attendance and academic achievement. Twenty-one community-based organizations (CBOs) contracted to provide appropriate job placements and job-readiness training to 70 to 150 students in 24 targeted high schools. A total of 3,300 students were targeted for services, and 3,174 students were given training; of the students who received such training 1,357 (47 percent) were placed in jobs and worked an average of 6.4 weeks. For students hired while in the program and for whom complete data were available, attendance increased from 82 percent in spring 1986, to 85 percent in spring 1987. Achievement for these students, assessed by the percentage of courses passed, increased from 70 to 71 percent during this same period. Participating CBOs and high schools thus fulfilled their obligation to provide staff and training although they did not meet their job placement objective. However, CBOs varied significantly in the number of staff and the amount of staff time they devoted to the program, and the number of training sessions they required each student to attend. Recommendations for improvements are made. Data are illustrated on a table and in the appendix. (BJV)

ED 298 065 SO 019 309

Grade 12 Diploma Examination: Social Studies 30.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Essay Tests; Foreign Countries; Grade 12; High Schools; Multiple Choice Tests; *Social Studies; Writing Evaluation
IDENTIFIERS- *Alberta

The Alberta Canada Social Studies examination for grade 12 contains 70 multiple choice questions and two essay questions. The multiple choice questions cover political ideologies, economics, world geography, world history, and current events. The questions are often related to political cartoons, charts, maps or a series of quotations reproduced before the corresponding question(s). The essays are on two different topics, and only one topic is to be chosen and written in the space provided. The answers to the multiple choice questions are not provided. (DJC)

ED 298 113 SP 030 543

Report to the Legislature on Scoliosis Screening Cost/Benefit Analysis.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jan 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Intermediate Grades; Medical Evaluation; Physical Disabilities; *Program Effectiveness; Program Evaluation; *Screening Tests; Secondary Education
IDENTIFIERS- *Scoliosis

A report is given of an analysis of costs and benefits of scoliosis screening tests given to children in the 9th and 10th grades. For comparison, an analysis is included on the effectiveness of tests in grades 5 through 8. Information was collected on the number of children in the State of Washington who underwent either brace treatment or surgical treatment correction for scoliosis. An analysis of cost effectiveness of screening indicated that the 8th grade is the most cost effective and the 6th grade the least. A recommendation is made that school districts should no longer require screening tests at the 10th grade level. (JD)

AUTHOR INDEX

Adams, Hazard
Academic Tribes. Second Edition.
185p. mf. L3 ED 297 632

Ahearn, Mary
Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185

Ahles, Catherine B.
Macomb Community College Community Relations Plan, 1988.
103p. 2mf. L1 ED 297 808

Ahola-Sidaway, Janice A.
From Gemeinschaft to Gesellschaft: A Case Study of Student Transition from Elementary School to High School.
37p. 1mf. L1 ED 297 450

Aiex, Nola Kortner
"The Last Waltz": Variations on a Theme.
15p. 1mf. L1 ED 297 413

Akins, Julie
Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.
49p. 1mf. L1 ED 298 235

Alexander, Barbara B.
Industry Standards in the Sterling C. Evans Library, Texas A&M University, and in VSMF, Microtext Department.
17p. 1mf. L1 ED 297 751

Alexander, Patricia A.
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888

and Others
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927

Anderson, Beverly L.
Evaluating a Three-Ring Circus--or, Understanding Complex Change in Complex Circumstances.
26p. 1mf. L1 ED 298 137

Anderson, Brandi, Ed.
East Texas Storytellers.
44p. 1mf. L1 ED 298 003

Anderson, Edward R.
Competition and Cohesion in Sibling Relations during the

Adaptation to Remarriage.
27p. 1mf. L1 ED 297 256

Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.
34p. 1mf. L1 ED 297 257

Anderson, Mark E.
Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.
40p. 1mf. L1 ED 297 436

Anderson, Richard E.
Economy and Higher Education.
12p. 1mf. L1 ED 297 648

Anderson, Thomas H.
Studying Hard for a College Level Geography Course: A Case Study.
14p. 1mf. L1 ED 297 306

Andrews, Richard L.
Implementing Change in Secondary Schools Using Effective Schools Research.
134p. 2mf. L2 ED 297 459

Anthony, Margaret
Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.
66p. 1mf. L1 ED 297 859

Applebee, Arthur N.
Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.
147p. 2mf. L1 ED 297 336

Arnes, Patti
OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
39p. 1mf. L1 ED 297 776

Aron, Robert H.
Comparison of Revenues and Expenditures and Michigan School Districts, Educational Background, Median Family Income, Racial Makeup and the Dropout Rate.
24p. 1mf. L1 ED 297 438

Arvidson, Lars
Pedagogical Ideas in Popular Adult Education.
6p. 1mf. L1 ED 297 101

Aschauer, Mary Ann
Reinforcing Successive Gains: Collaborative Writing Faculty Projects.
11p. 1mf. L1 ED 297 328

Ascher, Carol
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
4p. 1mf. L1 ED 298 213

Ashmore, M. Catherine

Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167

Ashmore, M. Catherine, Ed.
Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165

Ashmore, Rhea
Books That Make the Difference: What College Students Told Me.
7p. 1mf. L1 ED 297 308

Astroth, Jonathan
Evaluation of an Assessment and Placement System for Entry-Level Courses.
38p. 1mf. L1 ED 297 830

Astuto, Terry A.
Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426

Austin, Ann M. Berghout
Comparison of Helping, Sharing, Comforting, Honesty, and Civic Awareness for Home Care, Day Care, and Preschool Children.
38p. 1mf. L1 ED 297 883

Austin, Susan
At-Risk Youth: Definitions, Dimensions, and Relationships.
18p. 1mf. L1 ED 297 196

Azzolino, Agnes
In-Class Writing Assignments in the Content Areas.
7p. 1mf. L1 ED 297 350

Babbitt, Brian C.
Gender Trait Stereotypes: A Comparison of 1978 and 1986.
21p. 1mf. L1 ED 297 217

Baecher, Richard E.
Two-Way Bilingual Programs: Implementation of an Educational Innovation.
20p. 1mf. L1 ED 297 568

Two-Way Bilingual Programs: Language-Learning-as-Resource.
21p. 1mf. L1 ED 297 602

Bailis, Lawrence Neil
More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
100p. 2mf. L1 ED 297 117

Baker, C. Scott
Rhetorical and Communication Theory: An Area of Interface.
28p. 1mf. L1 ED 297 380

Baker, Eva L.
Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.
14p. 1mf. L1 ED 298 180

Balgopan, Nancy
Separation: An Opportunity for Growth.
14p. 1mf. L1 ED 297 867

Balajthy, Ernest
Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objections.
16p. 1mf. L1 ED 297 297

Dyslexia and the College Student.
24p. 1mf. L1 ED 297 313

Ball, Deborah Loewenberg
"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.
22p. 1mf. L1 ED 298 096

Bamburg, Jerry D.
Implementing Change in Secondary Schools Using Effective Schools Research.
134p. 2mf. L2 ED 297 459

Banaszak, Ronald A.
Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.
31p. 1mf. L1 ED 298 066

Bankowski, Z., Ed.
Battered Children and Child Abuse. Highlights and Recommendations of the CIOMS/WHO Conference (Berne, Switzerland, December 1985).
21p. 1mf. L2 ED 297 206

Banks, Debra
Pilot Study on Needs in the Sciences in Community Colleges.
33p. 1mf. L1 ED 297 801

Barcikowski, Robert S.
Number of Iterations in Monte Carlo Studies of Robustness.
11p. 1mf. L1 ED 298 155

Barker, E. Ellen
When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.
16p. 1mf. L1 ED 297 327

Barnard, Charles H.
Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
27p. 1mf. L1 ED 297 184

Barnes, Joseph W.
Practical and Effective Point-of-Use Library Guides from the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo.
33p. 1mf. L1 ED 297 744

Baron, Dennis
English Language Amendment: Backgrounds and Prospects.
17p. 1mf. L1 ED 297 578

Barresi, Charles M.
Older Male Primary Caregivers and the Homemaker Role.

17p. 1mf. L1 ED 297 200

Barrington, Gail V.
Partnership Program Evaluation Study, Calgary Board of Education.
174p. 2mf. L1 ED 297 141

Barry, Edwarda
Economic Impact of Georgian Court College on the Local Economy.
39p. 1mf. L1 ED 297 633

Barufaldi, James P.
Elementary School Science: A Perspective for Teachers.
341p. mf. L3 ED 297 946

Bean, Glennie
Interactive Laser Video Disc. Health Occupations Education.
31p. 1mf. L1 ED 297 164

Beattie, John
((Teaching of Mathematics to Mildly Handicapped Students)).
6p. 1mf. L1 ED 297 521

Bender, Timothy A.
Individual Differences in Achievement Orientation and Use of Classroom Feedback.
18p. 1mf. L1 ED 298 156

Bennett, Teresa C.
Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
15p. 1mf. L1 ED 297 516

Benson, Susan
Comment preparer des materiaux destines aux nouveaux lecteurs (How To Prepare Materials Intended for New Readers).
74p. 1mf. L1 ED 297 271

Berenson, Gerald S.
Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.
53p. 1mf. L1 ED 298 157

Berliner, David C.
Development of Expertise in Pedagogy.
35p. 1mf. L1 ED 298 122

Berman, David
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6. Revised.
441p. 5mf. L1 ED 297 986

Berman, Matthew
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Berman, Paul
Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663

Exploring Faculty Development in California Higher Education.

Volume III, Appendix. Report 88-20.
179p. 2mf. L1 ED 297 665

Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664

Bernstein, Bob
Math Thinking Motivators. A Good Apple Math Activity Book for Grades 2-7.
102p. 2mf. L2 ED 297 999

Berthoff, Ann E.
Forming, Thinking, Writing: The Composing Imagination.
248p. mf. L3 ED 297 368

Bertrand, Olivier
Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.
92p. 1mf. L2 ED 297 139

Besen, Stanley M.
Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Beyer, Francine S.
Addressing the "At-Risk" Challenge in the Nonurban Setting.
14p. 1mf. L1 ED 297 910

Bhola, H. S.
Literacy for Revitalization in the SADCC Countries of Southern Africa.
19p. 1mf. L1 ED 297 304

Biggers, Thompson
Decreasing Communication Anxiety through Public Speech Training.
17p. 1mf. L2 ED 297 406

Billman, Jean
Two Years of Kindergarten: Ethical and Curricular Considerations.
18p. 1mf. L1 ED 297 884

Bishop, John
Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
62p. 1mf. L1 ED 297 440

Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
35p. 1mf. L1 ED 297 149

Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.
56p. 1mf. L1 ED 297 150

Blackburn, Richard D.
Back to Basics: Unions Reaffirms Their Campus Roles.
6p. 1mf. L1 ED 297 621

Blay, Avril
Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.

34p. 1mf. L1 ED 297 089

Bleier, Ruth, Ed.
Feminist Approaches to Science. The Athene Series.
212p. mf. L3 ED 297 990

Bode, Robert Allen
Gandhi's Nonviolent Rhetorical Perspective: A Unique Strategy for Peace Communication.
22p. 1mf. L1 ED 297 389

Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.
27p. 1mf. L1 ED 297 388

Bodino, Angela Adamides
Using Writing To Integrate the Curriculum: The Constructs at the Core.
21p. 1mf. L1 ED 297 787

Boehme-Duerr, Karin
Books Are 'Littler' than TV.
34p. 1mf. L1 ED 297 710

Borchardt, Donald A.
Knowledge Versus Knowing: The Facts and the Process of Teaching Thinking Skills.
12p. 1mf. L1 ED 297 348

Borden, Peter A., Ed.
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505

Bosma, Jennifer
Effect of the Computer on Problem Solving. Hinsdale District 181.
28p. 1mf. L1 ED 297 717

Boyce, Mary
Last Stronghold of Traditional Zoroastrianism. Teaching Aids for the Study of Inner Asia, No. 7.
33p. 1mf. L2 ED 298 022

Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.
37p. 1mf. L1 ED 298 019

Boyd, Patti A.
Career Development Needs of Students.
14p. 1mf. L1 ED 297 251

Brandenburg, S.
Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.
29p. 1mf. L1 ED 297 502

Brenner, Donald J.
Rhetoric of Retrenchment: Themes and Values as Dimensions in an Interpretive Approach to Organizational Conflict.

48p. 1mf. L1 ED 297 379

Breenan, Margaret
Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Pilot Edition.
259p. 3mf. L1 ED 297 997
Sequential Mathematics (Formerly Integrated Mathematics) Course I. Term 2. Pilot Edition.
252p. 3mf. L1 ED 297 995

Broadbent, William
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Adult Care.
24p. 1mf. L1 ED 297 127
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
14p. 1mf. L1 ED 297 126
Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.
20p. 1mf. L1 ED 297 128
Occupational Training Provided by the Military--A Viable Option.
27p. 1mf. L1 ED 297 129

Broikou, Kathleen A.
Impact of the Felton Decision; Chapter 1 Services in One Archdiocese.
31p. 1mf. L1 ED 297 264

Brouillet, Frank B.
Evaluation Program for Integrated Elementary Schools and Programs. Multicultural Education Resource Series.
20p. 1mf. L1 ED 298 217

Brown, Howard
Alternatives to Certification. Issue Paper #8602. Revised.
8p. 1mf. L1 ED 298 116
Teaching without Subject Preparation. Issue Paper #8603.
14p. 1mf. L1 ED 298 111

Brown, Marilyn A.
Applying the S.O.I. Model to Curriculum Development.
15p. 1mf. L1 ED 297 542

Brown, Patricia
Historical Trends: State Education Facts, 1975-1985.
70p. 1mf. L1 ED 297 483

Browne, Dauna
Learning Styles and Native Americans.
22p. 1mf. L1 ED 297 906

Bruce, Rae
Research Paper Guide for Merrimack High School. 2nd Edition.
42p. 1mf. L1 ED 297 356

Brumberger, L. Sheldon
Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
11p. 1mf. L1 ED 297 843

Bruno, Rosalind R.
School Enrollment--Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics.

125p. 2mf. L1 ED 298 240

Brutten, Sheila R.
Measuring the Instructional Sensitivity of ESL Reading Comprehension Items.
20p. 1mf. L1 ED 297 591

Bryans, Charles Michael
Comparison of State Methods of Purchasing School Bus Bodies. Monographs in Education No. 6.
62p. 1mf. L1 ED 297 460

Buchanan, Sally A.
Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
190p. 2mf. L2 ED 297 769

Buchmann, Margret
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107

Buckley, Katharine C.
U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Buckwalter, Kathleen C.
Mental Health of the Rural Elderly Outreach Program: A Unique Health Care Delivery System.
23p. 1mf. L1 ED 297 218

Buerk, Dorothy
Carolyn Werbel's Journal: Voicing the Struggle To Make Meaning of Mathematics. Working Paper No. 160.
22p. 1mf. L2 ED 297 977

Burfisher, Mary E.
How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
27p. 1mf. L1 ED 297 179

Buri, John R.
In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.
14p. 1mf. L1 ED 297 250

Burnham, Brian
Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494

Burns, Ailsa
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
171p. 2mf. L2 ED 297 232

Burry, Judith A.

Capturing Classroom Context: The Observation System as Lens for Assessment.
51p. 1mf. L1 ED 298 109

Buschner, Patti C.
Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

Bustos, Patrick D.
Teen-Age Pregnancy Legislation in the States.
18p. 1mf. L2 ED 297 844

Byers, Peggy Yuhas
Focus Groups: An Alternative Method of Gathering Qualitative Data in Communication Research.
19p. 1mf. L1 ED 297 393

Calabrese, Anthony
Finding Our Way from Here to There: A Parent's Guide to Sex-Fair Vocational Career Planning.
53p. 1mf. L1 ED 297 125

Calfee, Robert
Indicators of Literacy.
51p. 1mf. L1 ED 297 302

Callaway, Donn R.
Washington State Adult Refugee Project. ESL Master Plan (Revised). Guidelines for Institutional Curricula for Refugees.
56p. 1mf. L1 ED 298 230

Camden, Carl
Communication Needs of a Local Not-For-Profit in Relation to Local Community Resources.
21p. 1mf. L1 ED 297 391

Cameron, Walter A.
Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
13p. 1mf. L1 ED 297 163

Cantor, Muriel G.
Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.
235p. 3mf. L1 ED 298 024

Carballo, M., Ed.
Battered Children and Child Abuse. Highlights and Recommendations of the CIOMS/WHO Conference (Berne, Switzerland, December 1985).
21p. 1mf. L2 ED 297 206

Carducci, Bernardo J.
Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Comparison.
16p. 1mf. L1 ED 297 216

Carlson, Robert E.
Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
19p. 1mf. L1 ED 298 148

Carraway, Cassandra Todd
Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.
147p. 2mf. L1 ED 297 829

Carrell, Patricia L.
Second Language Reading: Reading, Language, and Metacognition.
38p. 1mf. L1 ED 297 577

Carroll, C. Dennis
College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
102p. 2mf. L1 ED 297 680

Carson, Virginia M.
Supervision of Part-Time Faculty: A Model for Community Colleges.
17p. 1mf. L1 ED 297 794

Carter, Stephen
Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783

Cashin, William E.
Improving Essay Tests. IDEA Paper No. 17.
5p. 1mf. L1 ED 298 151

Improving Multiple-Choice Tests. IDEA Paper No. 16.
5p. 1mf. L1 ED 298 150

Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Catterall, James S.
School Dropouts: Policy Prospects. Policy Issues.
26p. 1mf. L1 ED 297 423

Chafe, Wallace
Punctuation and the Prosody of Written Language. Technical Report No. 11.
36p. 1mf. L1 ED 297 319

Champion, Robby
Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.
52p. 1mf. L1 ED 298 117

Chan-Kapka, Teresita L.
College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
102p. 2mf. L1 ED 297 680

Chang, Carol H.
Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
91p. 1mf. L1 ED 297 131

Chang, Linda Li
How To Evaluate Educational Software Easily and Efficiently. For Teachers, Parents and Home Computer Users. Self-Training Package.
50p. 1mf. L1 ED 298 175

Char, Cynthia A.
Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.

21p. 1mf. L2 ED 297 707
Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
39p. 1mf. L2 ED 297 709

Chase, Nancy D.
Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.
22p. 1mf. L1 ED 297 332

Chen, Guo-Ming
Relationships of the Dimensions of Intercultural Communication Competence.
41p. 1mf. L1 ED 297 381

Chi, Michelene T. H.
Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
40p. 1mf. L1 ED 297 882

Cho, Jung-il
Investigation of Fifth and Eighth Grade Korean Students' Misconceptions of Photosynthesis.
294p. 4mf. L1 ED 297 987

Chubb, John E.
Effective Schools and the Problems of the Poor.
25p. 1mf. L1 ED 298 212

Chun, Dorothy M.
How Women vs. Men Manage Discourse: Turn-Taking in German.
21p. 1mf. L1 ED 297 576

Citro, Constance F
Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028

Citro, Constance F.
Artists in the Workforce, 1950 to 1985.
276p. 3mf. L1 ED 298 027

Clagett, Craig A.
Associate Degree Nursing Program: Program Evaluation Report 88-4.
32p. 1mf. L1 ED 297 828

Clapham, Caroline
ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
31p. 1mf. L1 ED 297 570

Clark, Burton R.
Absorbing Errand.
16p. 1mf. L1 ED 297 620

Clark, David L.
Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426

Claus, Richard N.
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
53p. 1mf. L1 ED 298 222
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
41p. 1mf. L1 ED 298 221
State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.
50p. 1mf. L1 ED 298 223
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report 1987-88.
41p. 1mf. L1 ED 298 233

Clegg, Victoria L.
Improving Multiple-Choice Tests. IDEA Paper No. 16.
5p. 1mf. L1 ED 298 150

Clement, John
Observed Methods for Generating Analogies in Scientific Problem Solving. Revised.
40p. 1mf. L1 ED 297 992

Clemons, Michael L.
Practice of Institutional Research: Perception vs. Reality.
45p. 1mf. L1 ED 297 631

Clifford, Geraldine Joncich
Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
51p. 1mf. L1 ED 297 318

Clingenpeel, Glenn
Coping with Remarriage: The First Two Years.
10p. 1mf. L1 ED 297 253

Clinton, Janeen S., Comp.
VIPES: Video Interacting "Personably" with Exceptional Student Education.
104p. 2mf. L1 ED 297 692

Cobb, R. Brian
((Educating the Handicapped to Enter the World of Work)).
8p. 1mf. L1 ED 297 522

Coburn, Joseph
Characteristics of Successful Indian Students: Research and Development Program for Indian Education.
15p. 1mf. L1 ED 297 909

Cochran, Kent S.
Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
56p. 1mf. L1 ED 297 474

Cohen, Elizabeth G.
Status Equalization Project.
35p. 1mf. L1 ED 298 237

Cohn, Sheryl L.
Introducing Multicultural Curricula into Early Childhood Education.

30p. 1mf. L1 ED 297 880

Coker, Homer, Ed.
Alabama Career Incentive Program. Evaluator's Manual.
51p. 1mf. L1 ED 298 127

Cole, Phyllis
Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.
67p. 1mf. L2 ED 298 058

Coletti, Charles D.
Two-Way Bilingual Programs: Implementation of an Educational Innovation.
20p. 1mf. L1 ED 297 568

Two-Way Bilingual Programs: Language-Learning-as-Resource.
21p. 1mf. L1 ED 297 602

Collerson, John, Ed.
Writing for Life.
131p. 2mf. L1 ED 297 373

Colletta, Nancy Donahue
Individual and Situational Factors in Adolescent Coping.
19p. 1mf. L1 ED 297 229

Collis, Betty
Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720

Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.
31p. 1mf. L1 ED 297 725

Colomb, Gregory G.
Where Should Students Start Writing in the Disciplines?
15p. 1mf. L1 ED 297 341

Conroy, France M.
Learning To Be Human: Confucian Resources for Rethinking General Education.
39p. 1mf. L1 ED 297 788

Cooper, Bruce S.
Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207

Cooper, Eric J., Ed.
Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188

Cooper, Harry A.
Strategic Planning in Education: A Guide for Policymakers.
17p. 1mf. L1 ED 297 439

Cope, Robert G.
Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).
26p. 1mf. L1 ED 297 784

Corley, Sherie P.
Advisory Committee and Its Role in Program Planning at the Community College.
23p. 1mf. L1 ED 297 793

Legal Rights of Tenured and Part-Time Faculty Members in Higher Education.
21p. 1mf. L1 ED 297 645

Cortner, Richard
This Honorable Court: Teacher's Guide.
24p. 1mf. L2 ED 298 025

Costin, Barbara Wei-hao Shen
Cognition and Comprehension: A Study of the Need for Incorporation of Bloom's Taxonomy of Educational Objectives in English as a Second Language Remedial Reading Programs.
181p. 2mf. L1 ED 297 595

Cotton, Kathleen
Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.
13p. 1mf. L1 ED 298 085

Cox, E. Jane
Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.
5p. 1mf. L1 ED 297 186

Cox, Pat L.
Evaluating a Three-Ring Circus--or, Understanding Complex Change in Complex Circumstances.
26p. 1mf. L1 ED 298 137

Cronan, Therese H.
Reading Rate: The Measurement Dilemma Revisited.
9p. 1mf. L1 ED 297 309

Cronk, George
General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987.
47p. 1mf. L1 ED 297 789

Crowder, Bradley M.
Agriculture and Water Quality. Issues in Agricultural Policy. Agriculture Information Bulletin Number 548.

8p. 1mf. L1 ED 297 187

Crowther, H. I. G.
Orientation to Teaching in Two Rural Schools.
24p. 1mf. L1 ED 297 898

Cuban, Larry
Ways that Schools Are: Lessons for Reformers.
27p. 1mf. L1 ED 298 211

Cuneo, Diane O.
Understanding Fraction Addition.
27p. 1mf. L1 ED 297 937

Curtis, Dan B.
Survey of Business Preferences for College Grads.
27p. 1mf. L1 ED 297 407

Cwi, David
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070

Czech, Rosemary Hughes
Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.
68p. 1mf. L1 ED 297 865

D'Amico, Joseph J.
Strategic Planning for Educational Reform and Improvement.
56p. 1mf. L1 ED 297 462

D'Souza, Gerard E.
Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
14p. 1mf. L1 ED 297 895

Daab, Marcia J.
Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.
109p. 2mf. L1 ED 297 968

Dadd, Debra Lynn
Nontoxic Home. Protecting Yourself and Your Family from Everyday Toxics and Health Hazards.
223p. mf. L3 ED 297 947

Daniel, Becky
Math Thinkercises. A Good Apple Math Activity Book for Students. Grades 4-8.
68p. 1mf. L2 ED 298 000

Daniels, Patricia
Guidelines: Writing for Adults with Limited Reading Skills.
25p. 1mf. L1 ED 297 192

Danzer, Gerald A.
Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.

30p. 1mf. L1 ED 298 016

Daresh, John C.
Role of Mentors in Preparing Future Principals.
35p. 1mf. L1 ED 297 419

Darling, Nancy
Influence of Parental Challenge and Support on Adolescents' Academic Achievement.
8p. 1mf. L1 ED 297 224

Davis, Barbara G., Ed.
Training Graduate Student Instructors .
11p. 1mf. L1 ED 297 612

Davis, Mari, Comp.
Homelessness: An Annotated Bibliography of Australian Research.
174p. 2mf. L2 ED 297 231

Davis, Stephen F.
Introductory Psychology Journal: A Technique for Increasing Course Relevance.
8p. 1mf. L1 ED 297 670

Davis, Wanda
Theory and Practice in Teaching ESL/ABE.
17p. 1mf. L1 ED 297 588

de los Santos, Alfredo G., Jr., Ed.
From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
241p. 3mf. L2 ED 297 624

de Somer, Gail
Relationship between Maternal Speech and Child Language Development: An Annotated Bibliography.
48p. 1mf. L1 ED 297 600

de Wolf, Gaelen Dodds
Phonological Variability in Canadian English.
23p. 1mf. L1 ED 297 575

Deal, James E.
Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.
22p. 1mf. L1 ED 297 255

Dede, C. J.
Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
130p. 2mf. L1 ED 297 765

DeJesus, Ora M.
Coming of Age on Television.
10p. 1mf. L1 ED 297 719

Deslonde, James
Status Equalization Project.
35p. 1mf. L1 ED 298 237

Dinham, Sarah M.
Student Assessment in Architecture Schools.

10p. 1mf. L1 ED 297 671

Teaching as Design: Theory, Research, and Implications for Design Teaching.
36p. 1mf. L1 ED 298 084

Donahue, Joseph T.
Developing a Community Based Model for Involvement in the Elementary School.
215p. 3mf. L1 ED 297 866

Donahue, G. L.
Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
32p. 1mf. L2 ED 297 746

Dorman, Arthur
Legislative and State Educational Agency Perspectives on Teacher Incentive Policy. Summary of Presentation.
36p. 1mf. L1 ED 298 081

Dosa, Marta
International Cooperation in Human Resource Development.
16p. 1mf. L1 ED 297 726

Douglas, J. Rex
Needs Assessment for Administrator Training--As If You Were Serious!
20p. 1mf. L1 ED 297 464

Douglass, Malcolm P., Ed.
Writing and Reading in a Culturally Diverse Society: Proceedings of the Claremont Reading Conference (53rd, Claremont, California, March 20-21, 1987). 51st Yearbook.
234p. mf. L3 ED 297 300

Dowdy, Helen B.
Manual for Trustees of the North Carolina Community College System.
52p. 1mf. L1 ED 297 823

North Carolina State Board of Community Colleges Handbook.
55p. 1mf. L1 ED 297 824

Doyle, Denis P.
Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207

Doyle, Denis P., Ed.
Policy Options for the Future of Compensatory Education: Conference Papers (Washington, D.C., November 18-19, 1986).
249p. 3mf. L1 ED 298 201

Drew, Rod A.
How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.

78p. 1mf. L1 ED 297 160

Duby, A.
Evaluation Report on an Educational Teletext Programme about AIDS.
9p. 1mf. L1 ED 298 159

Duckworth, Ken
Coping with Student Absenteeism.
14p. 1mf. L2 ED 297 451

Dunlap, Rosemary
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
171p. 2mf. L2 ED 297 232

Dunnaire, Phyllisann M.
Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.
12p. 1mf. L1 ED 298 140

Dwinell, Patricia L.
Creating Profiles of High Risk Students.
14p. 1mf. L1 ED 298 181

Developmental Inventory of Sources of Stress.
39p. 1mf. L1 ED 298 182

Dyson, Anne Haas
Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.
40p. 1mf. L1 ED 297 334

Eddy, Gary
Poet Teaches Composition.
13p. 1mf. L1 ED 297 347

Edmonds, E. L.
Small Rural Schools of Prince Edward Island.
40p. 1mf. L1 ED 297 922

Edwards, Barbara Hall
Broad Nature of Intermediate EFL Writing: Difficulties and Challenges for the EFL Instructor.
30p. 1mf. L1 ED 297 599

Eisner, Elliot W.
Role of Discipline-Based Art Education in America's Schools.
47p. 1mf. L1 ED 298 034

Eiss, Harry
Materials for Children about Nuclear War.
15p. 1mf. L1 ED 297 339

Elfner, Lynn Edward, Ed.
Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Ellickson, Phyllis L.
Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211

Ellis, Diane
Where Artists Live: 1970. Research Division Report #5.
83p. 1mf. L1 ED 298 069

Elmore, Richard F.
Problem of Quality in Chapter 1.
14p. 1mf. L1 ED 298 208

Engebretson, Darold
Mom and Dad Return to a Commuter Campus: A Program for Re-Parenting of Eating Disordered Females.
20p. 1mf. L1 ED 297 221

Englert, Carol Sue
Teaching of Written Language Skills to Mildly Handicapped Students . PRISE Reporter No. 18, October 1986.
6p. 1mf. L1 ED 297 519

Englund, Tomas
Curriculum as a Political Problem: A Historical Perspective.
27p. 1mf. L1 ED 297 452

Enochs, Larry G.
Toward Improving Rural Schools with Implications for the Teaching of Science.
24p. 1mf. L1 ED 297 926

Enz, Billie
Arizona Teacher Residency Project.
16p. 1mf. L1 ED 298 105

Ettelt, Harold
When Can You Weed an Unused Book?
9p. 1mf. L1 ED 297 762

Evertson, Carolyn M.
Capturing Classroom Context: The Observation System as Lens for Assessment.
51p. 1mf. L1 ED 298 109

Fadale, LaVerna M.
Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134

Fadden, Constance Joan
Research Report on Essential Factors Germane to a Child's Readiness for First Grade.
16p. 1mf. L1 ED 297 846

Fadely, Dean
Rhetorical and Communication Theory: An Area of Interface.
28p. 1mf. L1 ED 297 380

Farrar, Eleanor
Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229

Farris, Catherine S.
Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
50p. 1mf. L1 ED 298 060

Feitelson, Dina
Facts and Fads in Beginning Reading: A Cross-Language Perspective.
224p. mf. L3 ED 297 299

Fillenworth, Ceil
Paired Courses: An Instructional Model Designed To Enhance Academic Success.

8p. 1mf. L1 ED 297 307

Finger, Anne
Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134

Finke, Gretchen R.
Introductory Psychology Journal: A Technique for Increasing Course Relevance.
8p. 1mf. L1 ED 297 670

Fish, Sandra L.
Crisis "Hotline" as Mediated Therapeutic Communication.
24p. 1mf. L1 ED 297 194

Therapy on the Telephone: The Decentralization of Traditional Therapy.
12p. 1mf. L1 ED 297 195

Fisher, Charles W.
Significant Bilingual Instructional Features Study. Executive Summary.
24p. 1mf. L1 ED 297 562

Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567

Verification of Bilingual Instructional Features.
185p. 2mf. L1 ED 297 565

Fitzpatrick, Jody
Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.
64p. 1mf. L1 ED 297 422

Fitzpatrick, Kathleen A.
Time for Mastery.
15p. 1mf. L1 ED 298 108

Flippo, Rona F.
Roles, Responsibilities, and Preparation of Developmental Reading-Study Skills Professionals: From the Editor.
4p. 1mf. L1 ED 297 310

Flores, Norma Lande
Teaching Job-Related Interaction Skills to ESL Students of Speech Communication.
29p. 1mf. L1 ED 297 574

Fluker, Sam S.
Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.
32p. 1mf. L1 ED 297 923

Fobbs, Joan.
Barriers and Biases toward Women: Impediments to Administrative Progression.
13p. 1mf. L1 ED 297 669

Fodero, Joseph M.
Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!
120p. mf. L3 ED 298 124

Foote, Tom H.
Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.
63p. 1mf. L1 ED 297 442

Forsythe, George B.
Identification and Representation of Leadership Problems.
42p. 1mf. L1 ED 297 476

Foster, Karen Pyle
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Fox, Carol
Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265

Freeman, Donald J.
Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.
33p. 1mf. L1 ED 298 097

Freeman, Ruth H.
Recall of Central Facts from Text.
15p. 1mf. L1 ED 297 272

Friend, Ronn E.
Skills Information System Review: A Report of Findings and Recommendations.
59p. 1mf. L1 ED 297 902

Froman, Richard L., Jr.
Empirical Foundation for a Taxonomy of Humor.
7p. 1mf. L1 ED 298 149

Froman, Robin D.
Development of a College Academic Self-Efficacy Scale.
8p. 1mf. L1 ED 298 158

Fuhrman, Susan
Increased State Capacity and Aid to the Disadvantaged.
16p. 1mf. L1 ED 298 204

Fullilove, Robert E., III
Images of Science: Factors Affecting the Choice of Science as a Career.
96p. 1mf. L1 ED 297 961

Furblur, Ernest E.
Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!
120p. mf. L3 ED 298 124

Galbraith, Vicki
Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
28p. 1mf. L1 ED 297 573

Gale, Larrie E.
New Approach to the Skills of Effective Teaching. Final Report of the FIPSE Project.
13p. 1mf. L1 ED 298 129

Gale, Stephen B.
Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.

29p. 1mf. L1 ED 297 443

Gallagher, Paul
Community Colleges in Canada: A Current Profile.
21p. 1mf. L1 ED 297 842
Vancouver Community College Educational Plan, 1988-1993.
42p. 1mf. L1 ED 297 841

Gallup, Theresa
Greek Life on Campus. How Will a Changing Society Affect It?
4p. 1mf. L1 ED 297 617

Gaquin, Deirdre A.
Artists in the Workforce, 1950 to 1985.
276p. 3mf. L1 ED 298 027
Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028

Gardner, R. C.
Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
28p. 1mf. L1 ED 297 573

Garrison, Bruce
What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
29p. 1mf. L1 ED 297 323

Gary, Lee P., Jr.
Economic Prosperity and the Responsibility of Public Education in Metro New Orleans.
31p. 1mf. L1 ED 298 228

Gaston, Nancy
Guidelines: Writing for Adults with Limited Reading Skills.
25p. 1mf. L1 ED 297 192

Gathman, John
Report of the Social Studies Task Force.
23p. 1mf. L1 ED 298 014

Gattiker, Urs E.
Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.
40p. 1mf. L1 ED 297 227
Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.
42p. 1mf. L1 ED 297 226

Gaudino, James L.
Predictive Framework for Determining How Journalists Determine News.
46p. 1mf. L1 ED 297 337

Gentner, Dedre
Systematicity and Surface Similarity in the Development of

Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Gentry, Darrell L.
How To Convert Units of Length from the Customary System to the Metric System and Back.
16p. 1mf. L1 ED 297 957

Geranios, John
Chief School Business Officer Certification in California: An Idea Whose Time Has Come?
25p. 1mf. L1 ED 297 445

Gerstein, Dean R., Ed.
Behavioral and Social Science: Fifty Years of Discovery.
306p. 4mf. L2 ED 298 055

Gespass, Suzanne
Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259

Gibson, Lizzie
Educational Space Requirements and the Effective Use of Resources. Conclusions of a Seminar (Lysebu, Voksenkollen, Norway, May 20-23, 1986).
43p. 1mf. L2 ED 297 470

Gilbert, Steven W.
New Computing in Higher Education.
16p. 1mf. L1 ED 297 700

Gilberts, Ragnar
Building Self-Esteem: Implementation Project Summary.
6p. 1mf. L1 ED 297 215

Glauber, Joseph W.
Generic Certificates. Agricultural Economic Report Number 594.
24p. 1mf. L1 ED 297 183

Gleason, David F.
Professionals and Self-Help: Where Do Professionals Fit In?
12p. 1mf. L1 ED 297 228

Glenn, Charles
Next Steps in Urban Education.
12p. 1mf. L1 ED 298 210

Glynn, Carroll J.
Rural Communication and Collective Coorientation: The Case of Acid Rain.
45p. 1mf. L1 ED 297 387

Goffin, Stacie G., Ed.
Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).
152p. 2mf. L1 ED 297 890

Gold, Joshua M.
Children and Stress: Indications, Implications and Interventions.
22p. 1mf. L1 ED 297 207

Goldscheider, Calvin

Moving Out and Marriage: What Do Young Adults Expect?
13p. 1mf. L2 ED 297 214

Goldscheider, Frances K.
Moving Out and Marriage: What Do Young Adults Expect?
13p. 1mf. L2 ED 297 214

Golub, Jeff
Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.
162p. 2mf. L1 ED 297 338

Gonzalez, Raquel Quiroz, Comp.
Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912

Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911

Goodman, Kenneth S.
Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259

Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 8.
62p. 1mf. L1 ED 297 260

Goodrick, Evelyn Trapp
Women on Editorial Pages: Characteristics and Attitudes.
34p. 1mf. L1 ED 297 364

Gore, Deborah, Ed.
Health in Iowa.
33p. 1mf. L1 ED 298 030

Gothelf, Carole R.
Working with Students Who Have Dual Sensory Impairments and Cognitive Disabilities. A Handbook for Special Education Teachers and Related Services Personnel.
107p. 2mf. L1 ED 297 506

Gottfredson, Gary D.
Analytical Description of the School Principal's Job. Report No. 13
135p. 2mf. L1 ED 297 418

Gouvernet, Paul
Multidimensional Self-Concepts and Perceptions of Control: Construct Validation of Responses by Children.
36p. 1mf. L1 ED 298 179

Gray, Dennis
New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.

26p. 1mf. L1 ED 298 094

Gray, Elizabeth
Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.
31p. 1mf. L1 ED 297 512

Grayson, David
Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.
43p. 1mf. L1 ED 298 145

Green, G. Dorsey
Lesbian Mothers.
16p. 1mf. L1 ED 297 205

Green, Kenneth C.
New Computing in Higher Education.
16p. 1mf. L1 ED 297 700

Greenwood, Claudia M.
Factors Which Influence Re-Entry Women in College Composition Classes.
13p. 1mf. L1 ED 297 326

Greenwood, Peter W.
Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
35p. 1mf. L2 ED 297 210

Grellner, Alice, Ed.
Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Five, Number Two.
67p. 1mf. L1 ED 297 611

Griffin, Betsy Q.
Gender Trait Stereotypes: A Comparison of 1978 and 1986.
21p. 1mf. L1 ED 297 217

Groff, Warren H.
Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).
26p. 1mf. L1 ED 297 784

Groshong, Claudia Clark
Teaching Group Participation Skills to the Learning Disabled: A Key to Effective Mainstreaming.
17p. 1mf. L1 ED 297 511

Grosser, Kerry
Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748

Grouws, Douglas A., Ed.
Perspectives on Research on Effective Mathematics Teaching. Volume 1.
261p. mf. L3 ED 297 933

Grover, Cathy A.
Test-Taking Time, Performance, and the Type A Behavior Pattern.

11p. 1mf. L1 ED 297 223

Grow, Gerald
"Don't Hate Me Because I'm Beautiful": A Commercial in Context.
14p. 1mf. L1 ED 297 376

Guenther, Joseph W.
Studying Hard for a College Level Geography Course: A Case Study.
14p. 1mf. L1 ED 297 306

Guerena, Salvador, Comp.
Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912

Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911

Gustafson, Julie, Ed.
Solving the Information Puzzle...An Andrews Library Handbook.
49p. 1mf. L1 ED 297 747

Guthrie, Larry F.
Significant Bilingual Instructional Features Study. Executive Summary.
24p. 1mf. L1 ED 297 562

Site and Sample Descriptions. SBIF Study: Part II.
114p. 2mf. L1 ED 297 566

Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567

Guzman, Geanning
Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167

Haenn, Joseph F.
Study of Educational Reform in the Southeast: Application of a Methodology to Map and Track Educational Reform.
14p. 1mf. L1 ED 297 454

Hagan, Margaret Stanley
Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.
22p. 1mf. L1 ED 297 255

Hales, Carma M.
Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985

Managing Your Reading Program--A Total System.
54p. 1mf. L1 ED 297 311

Hall, Gayle
Models of Teacher Evaluation. Policy Bulletin No. 2.
5p. 1mf. L1 ED 297 456

Hall, Gene E.
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415

Haller, Otto
Leisure and Recreation Behavior Checklist.
10p. 1mf. L1 ED 297 491

Leisure and Recreation Behavior Evaluation.

8p. 1mf. L1 ED 297 490

Hambleton, Ronald K.
Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.
37p. 1mf. L1 ED 298 135

Hanna, Gerald S.
Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Hannaford, Brian D.
Risky Business: Changing a Secondary School.
432p. 5mf. L1 ED 297 469

Hanson, Colan T.
What Are the Options: The Philosophy of Using Ballots.
13p. 1mf. L1 ED 297 408

Hanson, Gregory
Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.
13p. 1mf. L1 ED 297 180

Hardt, Janet
How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.
27p. 1mf. L1 ED 297 518

Harkins, Seth B.
Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.
29p. 1mf. L1 ED 297 443

Harlow, Caroline Wolf
Motor Vehicle Theft. Special Report.
13p. 1mf. L1 ED 297 246

Harnisch, Delwyn L.
ITEMBANK: An Item Bank Package for the IBM PC. User's Guide, Version 1.0.
52p. mf. L3 ED 298 131

SFAP: Scan-Tron Forms Analysis Package for the IBM-PC. User's Guide, Version 2.0.
52p. mf. L3 ED 298 132

SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.
39p. mf. L3 ED 298 133

(Continued)

Harnisch, Delwyn L. *(Continued)*
Test Analysis Package (TAP): A Microcomputer Questionnaire and Item Analysis Program. User's Guide for the IBM-PC. Version 2.0.
56p. mf. L3 ED 298 134

Harris-Worthington, Philip
Back to the Future: A Study of Short-Term Adult Residential Education.
45p. 1mf. L1 ED 297 135

Harris, Hazel Wiggins
At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232

Hart, Thomas E.
Building Coalitions for Support of Schools.
37p. 1mf. L1 ED 297 482

Hartup, Willard W.
Early Peer Relations: Developmental Significance and Prognostic Implications.
23p. 1mf. L1 ED 297 885

Houseman, A. J., Ed.
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817

Hawkins, O. Rebecca, Ed.
Prince George's Community College 1988-93 Master Plan.
22p. 1mf. L1 ED 297 816

Hayden, Harvey
Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
103p. 2mf. L1 ED 297 970

Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
104p. 2mf. L1 ED 297 973

Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
101p. 2mf. L1 ED 297 971

Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
116p. 2mf. L1 ED 297 972

Hayes, John R.
How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Hayward, Malcolm
Rhetoric of Essay Test Prompts.
23p. 1mf. L1 ED 297 363

Head, Ronald B.
Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
20p. 1mf. L1 ED 297 803

Employer Survey Results for the PVCC Graduating Class of 1985-1986. Research Report Number 6-88.
46p. 1mf. L1 ED 297 805

PVCC Full-Time Students: Fall Quarter 1987. Research Report No. 5-88.
29p. 1mf. L1 ED 297 804

Heath, Phillip A.
Science/Technology/Society in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 073

Heaton, Moss, Ed.
Arthur Smith, Local Baptist Pastor.
60p. 1mf. L1 ED 298 006

Mission Dolores and Jim Corbin.
60p. 1mf. L1 ED 298 007

Heffernan, Judith Bortner
Rural Community Service Coordinator Program Interim Evaluation.
22p. 1mf. L1 ED 297 905

Heffernan, William D.
Rural Community Service Coordinator Program Interim Evaluation.
22p. 1mf. L1 ED 297 905

Heiner, Donna
Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
31p. 1mf. L2 ED 297 514

Helal, Ahmed H., Ed.
Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771

New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Henderson, David L.
Texas Teachers and Moonlighting in the 1980's.
17p. 1mf. L1 ED 298 106

Hendrickson, Jo M.
Implementing Data Based Decisions for Instruction: A Guide to

Data-Based Decisions for Teaching Students with Learning Disabilities.
46p. 1mf. L1 ED 297 530

Henaley, Frances S., Ed.
Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012

Herman, Judith
Sexual Violence. Work in Progress No. 83-05.
11p. 1mf. L1 ED 297 252

Hersh, Leonard R., Ed.
GATEWAYS Music Curriculum for Musically Talented Children. Report #367.
77p. 1mf. L1 ED 298 033

Heterick, Robert C., Jr.
Single System Image: An Information Systems Strategy. Professional Paper Series, #1.
30p. 1mf. L1 ED 297 687

Hetherington, E. Mavis
Coping with Remarriage: The First Two Years.
10p. 1mf. L1 ED 297 253

Heuss, Ron
AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.
19p. 1mf. L1 ED 297 416

Hexem, Roger
Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
27p. 1mf. L1 ED 297 184

Hickman, M. Louise
Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086

Higbee, Jeanne L.
Creating Profiles of High Risk Students.
14p. 1mf. L1 ED 298 181

Developmental Inventory of Sources of Stress.
39p. 1mf. L1 ED 298 182

Hill, John P.
Perceived Closeness and Parent-Child Relations in Families of Seventh-Graders.
8p. 1mf. L1 ED 297 845

Hill, Johnny
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935

Hill, Nancy
Resource Directory of Hispanic Educational Materials on Child Abuse Prevention.

31p. 1mf. L1 ED 298 199

Hill, Paul T.
Program Strategy and Design: Options for Federal Actions in Education.
19p. 1mf. L1 ED 298 203

Hill, Raymond
Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114

Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
109p. 2mf. L1 ED 297 115

Hirst, Lois A.
Using Traditional Teaching To Expand Language Development and Critical Thinking.
18p. 1mf. L1 ED 298 092

Hoag, John H.
Does a Professor's Reputation Affect Course Selection?
18p. 1mf. L1 ED 297 673

Hodges-Copple, John
Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

Hoffman, Charlene
Historical Trends: State Education Facts, 1975-1985.
70p. 1mf. L1 ED 297 483

Hofmeister, Alan M.
Developing and Validating Science Education Videodiscs.
39p. 1mf. L1 ED 297 943

Holland, Wendy
Death Anxiety and Religiosity among an Older Adult Population.
20p. 1mf. L1 ED 297 222

Hollander, Barbara
Mom and Dad Return to a Commuter Campus: A Program for Re-Parenting of Eating Disordered Females.
20p. 1mf. L1 ED 297 221

Hollenbeck, Kevin
Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156

Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.
43p. 1mf. L1 ED 297 157

Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.

205p. 3mf. L1 ED 297 154
Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Hollier, Evelyn Ann
Parenting Adolescent Children in Nondivorced, Divorced, and Remarried Families.
33p. 1mf. L1 ED 297 254

Hollweg, Karen S.
Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.
105p. 2mf. L2 ED 297 984

Holm, Amy E.
Biological Diversity. Global Issues Education Packet.
18p. 1mf. L2 ED 297 983
Consider the Connections. Global Issues Education Packet.
37p. 1mf. L2 ED 297 981
Marine and Coastal Resources. Global Issues Education Packet.
24p. 1mf. L2 ED 297 982
Population. Global Issues Education Packet.
11p. 1mf. L2 ED 297 980
Tropical Forests. Global Issues Education Packet.
16p. 1mf. L2 ED 297 979

Holmes, Dennis H.
Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
64p. 1mf. L1 ED 298 080

Hom, Harry L., Jr.
Individual Differences in Achievement Orientation and Use of Classroom Feedback.
18p. 1mf. L1 ED 298 156

Hosen, Michael
Online Search Optimization.
71p. 1mf. L1 ED 297 777

Honeycutt, James M.
Intrapersonal Communication and Imagined Interactions.
41p. 1mf. L1 ED 297 390

Hord, Shirley M.
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415

Horwood, Bert
Who Speaks for Wolf? Not Project WILD.
19p. 1mf. L1 ED 297 903

Hotchkiss, Laurence
High School Preparation for Employment.
163p. 2mf. L1 ED 297 158
Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132

Houser, James D.
Study of Educational Reform in the Southeast: Application of a Methodology to Map and Track Educational Reform.
14p. 1mf. L1 ED 297 454

Howard, Edrice Marguerite, Ed.
Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667

Hsia, H. J.
Peering into the Future of Advertising.
16p. 1mf. L1 ED 297 383

Huang, Joyce L.
Minimum Library Use Skills Survey.
10p. 1mf. L1 ED 297 758

Huber, Carole
Hugh Blair and the Female Pen.
20p. 1mf. L1 ED 297 331

Hudson, Susan
Formative and Summative Approaches to Effectiveness Indicators.
29p. 1mf. L1 ED 298 178

Hughes, Jeff
1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.
45p. 1mf. L1 ED 298 082

Hutchinson, Thomas Lloyd
Surface Description and Motion Control for Animated Three Dimensional Computer Generated Characters.
65p. 1mf. L1 ED 297 704

Hybl, Lois G.
Analytical Description of the School Principal's Job. Report No. 13
135p. 2mf. L1 ED 297 418

Ihle, Elizabeth L.
Southern College Women and "The Feminine Mystique."
34p. 1mf. L1 ED 297 642

Ingaundson, Kate
Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527

Ingram, Beverly
From Writing to Composing: An Introductory Composition Course for Students of English.
178p. mf. L3 ED 297 361

Ingram, D. E.
ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.

31p. 1mf. L1 ED 297 570

Irwin, Marilyn, Ed.
Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).
169p. 2mf. L2 ED 297 540

Isbell, Rebecca
Array of Teaching Ideas Using Wordless Picture Books.
23p. 1mf. L1 ED 297 274

Jain, Nemi C.
International Teaching Assistant Training Seminar at Arizona State University.
9p. 1mf. L1 ED 297 605

Jarka, Joyce M.
Comparison of Male and Female Addicts and Non-Addicts on the Tennessee Self Concept Scale.
25p. 1mf. L1 ED 297 197

Jarvis, Carolyn
Shaping the Future: Teaching Our Youngest Students. Research Brief #2.
9p. 1mf. L1 ED 297 847

Jayaratne, Toby Epstein
Impact of Mothers' Math Experiences on Their Daughters' Attitudes toward Math.
9p. 1mf. L1 ED 297 967

Jeffers, Dennis W.
Service Journalism in the Association Magazine: A Case Study of the "Angus Journal."
26p. 1mf. L1 ED 297 321

Jenkins, Darrell L.
Library Development and Fund Raising Capabilities. SPEC Kit 146.
129p. 2mf. L2 ED 297 773

Jensen, Robert
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818

Jianping, Chen
Investigation of the Patterns of Learning English Interrogative Structures by EFL Learners in China.
193p. 3mf. L1 ED 297 572

Johnson, Calvin
Adult Learners: Needs, Problems, Disabilities, Development and Solutions. Bibliographical Review 1978-1987.
46p. 1mf. L1 ED 297 099

Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.
57p. 1mf. L1 ED 297 100

Johnson, James E.
Research and Related Issues: Cognitive Development of the Young Child.

9p. 1mf. L1 ED 297 876

Johnson, M. Claredine
Needs Assessment for Administrator Training--As If You Were Serious!
20p. 1mf. L1 ED 297 464

Jones, Bruce S.
Improving Thinking Skills in Deaf College Students.
17p. 1mf. L1 ED 297 489

Jones, Barry W.
Broadcast Deregulation Presents New Options for Land-Grant Radio Public Service, News Programming.
14p. 1mf. L1 ED 297 896

Jones, Dennis
Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839

Jones, Maurine E.
Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985

Managing Your Reading Program--A Total System.
54p. 1mf. L1 ED 297 311

Jones, Paul E.
Curricular Applications of ITV in Maryland.
30p. 1mf. L1 ED 297 705

Jones, Paul L.
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

Judge, Walter W.
Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236

Kagan, Sharon L., Ed.
Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868

Kaiser, Javaid
Estimation of Missing Values by Predicted Scores.
20p. 1mf. L1 ED 298 146

Kalyanpur, Maya, Ed.
Families for All Children.
13p. 1mf. L1 ED 297 536

Kane, Peter E.
Freedom of Expression in the Original Constitution: A Bicentennial Review.

9p. 1mf. L1 ED 297 411

Kang, Suk
Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
35p. 1mf. L1 ED 297 149

Kaput, James J.
Information Technology and Mathematics: Opening New Representational Windows.
28p. 1mf. L1 ED 297 950

Kasper, Judith A.
Summary of Expenditures and Sources of Payment for Personal Health Services from the National Medical Care Expenditure Survey: Data Preview 24. National Health Care Expenditure Study.
29p. 1mf. L1 ED 297 247

Kass, Heidi
Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.
18p. 1mf. L1 ED 297 724

Kastuck, Edwin Neum
Computer Education Curriculum. Student Goals and Activities, Grade 6, MSAD #5.
86p. 1mf. L1 ED 297 689

Kells, H. R.
Trends in the Accreditation Relationships of U.S. Postsecondary Institutions. 1978-1985.
17p. 1mf. L2 ED 297 684

Kelly, Bette
Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).
93p. 1mf. L1 ED 297 538

Kennedy, Robert L.
How To Convert Units of Length from the Customary System to the Metric System and Back.
16p. 1mf. L1 ED 297 957

Statistical Methodology Content Analysis of Selected Educational Research Journals.
16p. 1mf. L1 ED 298 138

Ketcham, Clay A., Ed.
Proceedings of the College Reading Association, Volume 2, Summer 1961.
102p. 2mf. L1 ED 297 284

Proceedings of the College Reading Association, Volume 1, Spring 1961.
82p. 1mf. L1 ED 297 283

Proceedings of the College Reading Association, Volume 6, Fall 1965.
140p. 2mf. L1 ED 297 288

Proceedings of the College Reading Association, Volume 5, Fall 1964.

78p. 1mf. L1 ED 297 287

Proceedings of the College Reading Association, Volume 4, Summer 1963.

98p. 2mf. L1 ED 297 286

Proceedings of the College Reading Association, Volume 3, Summer 1962.

74p. 1mf. L1 ED 297 285

Proceedings of the College Reading Association, Volume 10, Fall 1969.

229p. 3mf. L1 ED 297 292

Proceedings of the College Reading Association, Volume 9, Fall 1968.

161p. 2mf. L1 ED 297 291

Proceedings of the College Reading Association, Volume 8, Fall 1967.

171p. 2mf. L1 ED 297 290

Proceedings of the College Reading Association, Volume 7, Fall 1966.

116p. 2mf. L1 ED 297 289

Proceedings of the College Reading Association, Volume 11, Fall 1970.

144p. 2mf. L1 ED 297 293

King, Carol

From Writing to Composing: An Introductory Composition Course for Students of English.

178p. mf. L3 ED 297 361

Kings, Clive

Science for the Future: Book 1.

227p. 3mf. L1 ED 297 969

Kintgen-Andress, Jean

Development of Critical Thinking: Career Ladder P.N. and A.D. Nursing Students, Pre-Health Science Freshmen, Generic Baccalaureate Sophomore Nursing Students.

45p. 1mf. L1 ED 297 153

Kirby, Sheila Nataraj

Private Copying, Appropriability, and Optimal Copying Royalties.

43p. 1mf. L2 ED 297 745

Kirchner, Charles, Ed.

Managing a Small Business Incubator.

57p. 1mf. L1 ED 297 188

Starting a Small Business Incubator. A Handbook for Sponsors and Developers.

43p. 1mf. L1 ED 297 189

Kirsch, Irwin S.

Reading Newspapers: The Practices of America's Young Adults. A Summary.

20p. 1mf. L1 ED 297 330

Kirst, Michael W.

Federal Role and Chapter 1: Rethinking Some Basic Assumptions.

18p. 1mf. L1 ED 298 205

Klauke, Amy

Recruiting and Selecting Principals. ERIC Digest Series Number EA27.

4p. 1mf. L1 ED 297 481

Klevans, Deborah R.
Developing a Needs Assessment Plan in Continuing Professional Education.
86p. 1mf. L1 ED 297 092

Knoll, James, Ed.
Annotated Bibliography on Community Integration for People with Severe Disabilities.
159p. 2mf. L1 ED 297 535

Knudsen, Monica L.
Library Publications Programs. SPEC Kit 145.
117p. 2mf. L2 ED 297 772

Knupp, Richard
Improving Oral Reading Skills of Educationally Handicapped Elementary School-Aged Students through Repeated Readings.
80p. 1mf. L1 ED 297 275

Koerner, Konrad
Leonard Bloomfield and the "Cours de Linguistique Generale."
7p. 1mf. L1 ED 297 571

Koester, Jolene
Profile of the U.S. Student Abroad--1984 and 1985.
114p. 2mf. L1 ED 297 589

Koga, James S.
Break up a File with EDLIN.
6p. 1mf. L1 ED 297 782

Kolatis, Maria
Designing a Curriculum for Computer Students in the Community College.
24p. 1mf. L1 ED 297 790

Korthaase, Werner
Berlin's Adult Education Centres (Volkshochschulen) from 1945 to 1960.
7p. 1mf. L1 ED 297 105

Kottkamp, Robert B.
Teacher Ethnicity: Relationships with Teaching Rewards and Incentives.
59p. 1mf. L1 ED 298 078

Kraat, Arlene W.
Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.
403p. 5mf. L1 ED 297 504

Kress, Roy
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. Eric Digest Number 6, 1988.
3p. 1mf. L1 ED 297 303

Krewson, Margrit B.
Von Steuben and the German Contribution to the American Revolution: A Selective Bibliography.
45p. 1mf. L1 ED 298 018

Kroeger, Marianne
Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).

31p. 1mf. L1 ED 298 185

Kroonenberg, Nancy
Be There!

48p. 1mf. L1 ED 297 582

Let Your Students Talk and Teach.

34p. 1mf. L1 ED 297 581

Kuhlthau, Carol Collier
Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.

34p. 1mf. L1 ED 297 740

La Riviere, Conrad
Speech Accommodation and the Effects of Cognitive Uncertainty and Physiological Arousal upon It.

19p. 1mf. L1 ED 297 382

Lamb, Chris
Doonesbury and the Limits of Satire.

31p. 1mf. L1 ED 297 377

Lamb, Donald K.
Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.

137p. 2mf. L1 ED 297 760

Lambre, Julienne
Elusive Abecedarian: Addressing the Shortage of Elementary School Language Teachers.

45p. 1mf. L1 ED 297 604

Langer, Judith A.
Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.

147p. 2mf. L1 ED 297 336

Writing to Study and Learn.

58p. 1mf. L1 ED 297 316

Langer, Philip
Tips for Teaching.

8p. 1mf. L1 ED 297 676

Langmoir, Patrick
Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.

25p. 1mf. L1 ED 297 584

LaNoue, George R.
Discrimination Litigation in Academe: Effects on Institutions and Individuals.

19p. 1mf. L1 ED 297 619

LaPaglia, Nancy
Missing Majority, Part II: The Community College in American Fiction.

10p. 1mf. L1 ED 297 335

Larsen, Knud S.
AIDS Victims and Heterosexual Attitudes.

23p. 1mf. L1 ED 298 153

Larwood, Laurie
Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.

40p. 1mf. L1 ED 297 227

Learn, Richard L.
Incorporating Employability Skills into the Vocational Classroom.
13p. 1mf. L1 ED 297 124

Leddick, Linda
High School Development Center: An Alternative School for Ninth and Tenth Grades. Executive Summary, 1986-87.
6p. 1mf. L1 ED 298 226

Lee, Barbara A.
Discrimination Litigation in Academe: Effects on Institutions and Individuals.
19p. 1mf. L1 ED 297 619

Lee, Charles C.
Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).
16p. 1mf. L1 ED 297 503

Lee, Nancy
Growing into Schools of the Future: A Description of the Requisite Conditions and a Process for the Development of Self-Organizing Schools.
9p. 1mf. L1 ED 297 435

Lee, Sandra S.
Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.
15p. 1mf. L1 ED 297 249

Lee, William W.
Microcomputer Evaluation and Production Guidelines for Students with Learning Disabilities: Two Studies.
39p. 1mf. L1 ED 297 548

Legge, Derek
Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.
17p. 1mf. L1 ED 297 102

Lehr, Judy Brown
At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232

Lenth, Charles
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802

Levstik, Linda S.
Conceptual Development in Social Studies.
23p. 1mf. L1 ED 298 057

Lewis, Anne C.
Facts and Faith: A Status Report on Youth Service.
56p. 1mf. L1 ED 298 234

Lewis, R.
Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.

53p. 1mf. L1 ED 297 693

Lightfoot, Martin, Ed.
Word for Teaching Is Learning: Essays for James Britton.
300p. mf. L3 ED 297 365

Lindner, Barbara
Drawing in the Family. Family Involvement in the Schools.
35p. 1mf. L1 ED 298 197

Lindner, Marjorie S.
Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.
34p. 1mf. L1 ED 297 257

Lips, Hilary M.
Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.
151p. 2mf. L1 ED 297 945

Little, Greta D.
Community: Prerequisite for Communication in Language Classes.
12p. 1mf. L1 ED 297 598

Litvak, Simi
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Livieratos, Barbara B.
Survey of Employers of 1986 Howard Community College Graduates: A Report of the Findings. Research Report Number 53.
21p. 1mf. L1 ED 297 809

Lockledge, Ann
Social Groups in the Middle School.
8p. 1mf. L1 ED 297 869

Lococo, Josar K.
Survey of Language Services to Adolescents in Oregon Public Schools.
27p. 1mf. L1 ED 297 496

Lodewijks, J. G. L. C.
Utilization and Research Programming: Major Concerns of Educational Policy Oriented Research for the '80s.
20p. 1mf. L1 ED 297 623

Loft, Jenny, Comp.
Homelessness: An Annotated Bibliography of Australian Research.
174p. 2mf. L2 ED 297 231

Long, Huey B.
History: Its Place in the Study of Adult Education.
19p. 1mf. L1 ED 297 103

Lord, Thomas R.
Is the Final Grade in College Biology a True Measure of Student Knowledge?
13p. 1mf. L1 ED 297 936

Loucks, Scott D.
Who Are We Missing? Why Some Students Are Failing Freshman Composition...and How Others Are Succeeding.
25p. 1mf. L1 ED 297 785

Lueders, Wayne J.
Recruiting and Selecting a Superintendent.
60p. 1mf. L2 ED 297 468

Lyall, Katherine
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070

Lynch, Kathleen Bodisch
Using Evaluation Findings To Improve Minority Education Programs.
6p. 1mf. L1 ED 297 636

Lynch, Mary Jo
Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754

Lynn, David H.
New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.
26p. 1mf. L1 ED 298 094

Lyons, William
Library Survey Summary, University of Tennessee, Knoxville.
86p. 1mf. L1 ED 297 742

MacDougall, Carol
Boards Need Education, Too!
3p. 1mf. L1 ED 297 444

Machell, David F.
Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.
13p. 1mf. L1 ED 297 225

MacPherson, R. J. S.
Equal Power in Adversity: An Educational Myth for Post-Renwick Policy-Making in New Zealand Education.

25p. 1mf. L1 ED 297 447
Towards Research-Driven and Research-Based Postgraduate Curricula for Educational Administrators.
22p. 1mf. L1 ED 297 446

MacQuarrie, Duncan
Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861

Macrorie, Ken
I-Search Paper--Revised Edition of "Searching Writing."
359p. mf. L3 ED 297 367

Madden, Nancy A.
Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262
Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
53p. 1mf. L1 ED 297 261

Magid, Annette
Cooperative Communication: A Study of Group Interaction.
25p. 1mf. L1 ED 297 797
Freshman Strategy Seminar. A Pilot Study.
16p. 1mf. L1 ED 297 796

Malone, Mark R.
Relative Effects of Microteaching and Field Experience on Preservice Teachers.
18p. 1mf. L1 ED 297 962

Malou, Job
Dinka Vowel System. Publications in Linguistics Number 82.
102p. 2mf. L2 ED 297 580

Mandernack, Scott
Minimum Library Use Skills Survey.
10p. 1mf. L1 ED 297 758

Mandinach, Ellen B.
Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
19p. 1mf. L1 ED 297 718

Maring, Gerald H.
Brain Functioning and Reading Remediation: Progress in Research and Practice.
23p. 1mf. L1 ED 297 282

Marsh, Herbert W.
Confirmatory Factor Analyses of Multitrait-Multimethod Data: Many Problems and a Few Solutions.
42p. 1mf. L1 ED 298 144
Masculinity and Femininity: A Bipolar Construct and Independent Constructs.
39p. 1mf. L1 ED 298 143
Multidimensional Self-Concepts and Perceptions of Control:

Construct Validation of Responses by Children.
36p. 1mf. L1 ED 298 179

Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.
43p. 1mf. L1 ED 298 145

Marso, Ronald N.
Analysis of Teacher-Made Tests: Testing Practices, Cognitive Demands, and Item Construction Errors.
50p. 1mf. L1 ED 298 174

Martin, David S.
Improving Thinking Skills in Deaf College Students.
17p. 1mf. L1 ED 297 489

Martin, Laura M. W.
Teachers' Adoption of Multimedia Technologies for Science and Mathematics Instruction. Technical Report No. 40.
28p. 1mf. L2 ED 297 708

Martin, Nancy, Ed.
Word for Teaching Is Learning: Essays for James Britton.
300p. mf. L3 ED 297 365

Martin, Susan Forbes
Serving the Newly Legalized: Their Characteristics and Current Needs.
78p. 1mf. L1 ED 298 243

Masters, Kathy J.
Illiteracy: A Problem for the Humanities.
12p. 1mf. L1 ED 297 269

Matijevic, Maryhelen A.
Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.
30p. 1mf. L1 ED 298 016

Mayfield, M. Kent
Manual for Item Writers. Certification and Registration.
190p. 2mf. L1 ED 297 775

Maynes, E. Scott, Ed.
Frontier of Research in the Consumer Interest. Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).
874p. 10mf. L2 ED 297 136

McCann, Richard A.
At-Risk Youth: Definitions, Dimensions, and Relationships.
18p. 1mf. L1 ED 297 196

McCarroll, Judy
Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839

McCord, Sue
Developmental-Interaction Curriculum: An Approach to Training.
49p. 1mf. L1 ED 297 526

Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527

McDaniel, Michael A.
Employment Interviews: Structure, Validity, and Unanswered Questions.
17p. 1mf. L1 ED 297 219

McDiarmid, G. Williamson
"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.
22p. 1mf. L1 ED 298 096

McDonagh, John P.
Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
128p. 2mf. L1 ED 297 161

McDonald, Daniel G.
Rural Communication and Collective Coorientation: The Case of Acid Rain.
45p. 1mf. L1 ED 297 387

McInnes, Marguerite M.
Using Classification Lessons To Teach Hispanic Secondary Students Inference.
18p. 1mf. L1 ED 297 590

McKeown, Margaret Gentile
Acquisition of Word Meaning from Context by Children of High and Low Ability. Outstanding Dissertation Monograph 1985.
37p. 1mf. L1 ED 297 315

McKnight, Curtis C.
Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930

McLarty, Joyce R.
Career Ladder Instrumentation: The Tennessee Experience.
35p. 1mf. L1 ED 298 177

Formative and Summative Approaches to Effectiveness Indicators.
29p. 1mf. L1 ED 298 178

Reporting Perspective.
108p. 2mf. L1 ED 298 172

Single-Minded Appraisal of a Multiple-Criterion Teacher Appraisal System.
23p. 1mf. L1 ED 298 173

McMurrain, Marsha Kaufman
Research Applications of a Computerized Child Development Management Information Data Base.
8p. 1mf. L1 ED 297 864

McMurrain, T. Thomas
Research Applications of a Computerized Child Development Management Information Data Base.
8p. 1mf. L1 ED 297 864

McNamara, Thomas
Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
29p. 1mf. L1 ED 297 855

McNeil, Lynda D.
Logging the Interpretive Act: Dialogical Interaction in the Literature Classroom.
21p. 1mf. L1 ED 297 369

Medley, Vickie
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

Mei, Dolores M.
Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
38p. 1mf. L1 ED 298 216

Magnet School Program: 1987-1988. End-of-Year Report. OEA Evaluation Report.
24p. 1mf. L1 ED 298 215

Meier, Scott T.
Enhancing the Attractiveness of Alcohol Education Via a Microcomputer Program.
18p. 1mf. L1 ED 297 208

Melican, Gerald J.
Prediction of Item Performance by Expert Judges: A Methodology for Examining the Impact of Correction-for-Guessing Instructions on Test Taking Behavior.
14p. 1mf. L1 ED 298 171

Mellor, Warren L., Ed.
Inventory of Documents on Educational Planning and Management in Asia and the Pacific.
232p. 3mf. L2 ED 297 429

Merrill, Paul F.
How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739

Merrill, William L.
Applications of Pascal's Triangle for Middle School Students.
28p. 1mf. L1 ED 297 988

Metallinos, Nikos
Figure/Ground Anomalies in Commercial Television: A Diagnostic Study.
29p. 1mf. L1 ED 297 412

Metz, Mary Haywood
Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.

206p. 3mf. L1 ED 298 103

Miller, Lamar P., Ed.
Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194

Miller, Maurice
Self-Assessment in Students with Learning Handicaps.
10p. 1mf. L1 ED 297 532

Miller, Ronald C.
E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.
37p. 1mf. L1 ED 298 195

Miranda, Patricia
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
35p. 1mf. L1 ED 297 325

Mncube, Stephen Sipho
Key Issues in Library and Information Science for Southern Africa: A Handbook for Library and Information Specialists.
155p. 2mf. L1 ED 297 741

Monroe, Eula E.
Communication Apprehension, Teacher Perception, Intelligence, and Academic Achievement: A Correlational Study.
20p. 1mf. L1 ED 297 396

Moonen, Jef
Computer-Aided Learning: A Self-Destroying Prophecy?
23p. 1mf. L2 ED 297 711

Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720

Moore-Smith, Mary
Addendum to Richard D. Altick's Chapter Six on Libraries in "The Art of Literary Research."
12p. 1mf. L1 ED 297 728

Moore, Evelyn K.
Four-Year-Old Movement: Motivations, Outcomes and a Few Unanswered Questions.
6p. 1mf. L1 ED 297 878

Moore, Shirley G.
Social Development of the Young Child: Two Theories, Two Stories.
10p. 1mf. L1 ED 297 875

Moore, Susan
Multidisciplinary Team Staffing Practicum.
20p. 1mf. L1 ED 297 529

Morales, Maria E.
Functional Approach Categories and Technique Strategies Language Arts Model.

21p. 1mf. L1 ED 297 603

Morgan, Jack C.
Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.
31p. 1mf. L1 ED 298 066

Morris, Robert, Ed.
Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.
138p. mf. L3 ED 297 948

Moss, Judith
S.I.Q. Student Information Questionnaire: A Survey of Student Characteristics, Fall 1986.
170p. 2mf. L1 ED 297 800

Mott, Donald W.
Psychometric Characteristics of the Child Development Rating Scales.
12p. 1mf. L1 ED 297 509

Moxley, Joseph M.
Directing Freshman English: Who Really Has Control?
26p. 1mf. L1 ED 297 344

Role of the Modern English Department Chair.
22p. 1mf. L1 ED 297 346

Mu'min, Ridgely A.
Factors Influencing the Interstate Distribution of Human Capital.
16p. 1mf. L1 ED 297 915

Public Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.
31p. 1mf. L1 ED 297 916

Mueller, Rebecca A.
In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.
14p. 1mf. L1 ED 297 250

Munro, Connie
Community Schools in Alaska: FY 87 Report.
31p. 1mf. L1 ED 297 907

Murdock, Nancy L.
Relationships between Counselor Attribution and Intervention Choice.
16p. 1mf. L1 ED 297 203

Murphy, Sharon T.
Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.
20p. 1mf. L1 ED 297 862

Murray, Jack
Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
67p. 1mf. L1 ED 297 317

Murray, Steve
Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.
110p. 2mf. L1 ED 297 908

Murray, Toby

Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
190p. 2mf. L2 ED 297 769

Narita, Shigeru
State of the Art in Microcomputer Use for Japanese Special Education.
13p. 1mf. L1 ED 297 492

Neff, Bonita Dostal
Beyond Theory: Improving Public Relations Writing through Computer Technology.
23p. 1mf. L1 ED 297 342

Nelson, Gayle
Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military Assistance to Iran and Nicaraguan Opposition: A Fantasy Theme Analysis.
25p. 1mf. L1 ED 297 395

Nelson, Jennie
How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Nelson, Steven
Characteristics of Successful Indian Students: Research and Development Program for Indian Education.
15p. 1mf. L1 ED 297 909

Newman, Denis
Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
21p. 1mf. L2 ED 297 707

Newman, James F.
Examination of the Perceptions of Academic Freedom of Dowling College Faculty Members and Administrators in General. The Emergence of Higher Education in America.
105p. 2mf. L1 ED 297 672

Newman, Sandra J.
Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.
157p. 2mf. L2 ED 298 190

Nicolau, Siobhan
Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
59p. 1mf. L1 ED 298 242

Nojan, Mahran
Practice of Institutional Research: Perception vs. Reality.
45p. 1mf. L1 ED 297 631

Norris, Stephen P.
Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.

15p. 1mf. L1 ED 297 280

Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281

North, Alyson M.
Competition and Cohesion in Sibling Relations during the Adaptation to Remarriage.
27p. 1mf. L1 ED 297 256

Noyelle, Thierry
Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.
92p. 1mf. L2 ED 297 139

Nurmi, Jari-Erik
Parent-Child Interaction and Adolescents' Future Orientation: The Effects of Age and Sex.
9p. 1mf. L1 ED 297 849

Nyquist, Jody D.
CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615

Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613

O'Moore, Mona
CDCC's Teacher Bursaries Scheme: European Teachers' Seminar on "Bullying in Schools" (Stavanger, Norway, August 2-7, 1987).
51p. 1mf. L1 ED 297 202

O'Sullivan, Colleen, Ed.
Australian Literature in the Primary Classroom.
93p. 1mf. L1 ED 297 372

Obermeyer, Gary
Growing into Schools of the Future: A Description of the Requisite Conditions and a Process for the Development of Self-Organizing Schools.
9p. 1mf. L1 ED 297 435

Ochoa, Anna
Reforming Preservice Education: An International Dimension. Executive Summary.
35p. 1mf. L1 ED 298 130

Odden, Allan
Chief School Business Officer Certification in California: An Idea Whose Time Has Come?
25p. 1mf. L1 ED 297 445

How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.
21p. 1mf. L1 ED 298 209

Oggenfuss, August
Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."

15p. 1mf. L2 ED 297 870

Oliveira, Victor J.
Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.
5p. 1mf. L1 ED 297 186

Olson, Gary A.
Directing Freshman English: Who Really Has Control?
26p. 1mf. L1 ED 297 344

Role of the Modern English Department Chair.
22p. 1mf. L1 ED 297 346

Olson, Gerald T.
California's Career Guidance Technicians: A Profile.
26p. 1mf. L1 ED 297 220

Orton, Robert E.
Constructivist and Information Processing Views of Representation in Mathematics Education.
34p. 1mf. L1 ED 297 934

Osborne, Willie D., Jr.
Comparing Actual and Desired Tasks in the School Principalship.
15p. 1mf. L1 ED 297 448

Owen, Steven V.
Development of a College Academic Self-Efficacy Scale.
8p. 1mf. L1 ED 298 158

Oxley, Diana
Effective Dropout Prevention: The Case for Schoolwide Reform.
77p. 1mf. L1 ED 298 225

Palmer, Lillian, Ed.
International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simposio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."
304p. 4mf. L2 ED 297 513

Parish, Charles
What's Wrong with Reading Comprehension Tests?
18p. 1mf. L1 ED 297 305

Parker, Franklin
Internationalizing Multicultural Education.
12p. 1mf. L1 ED 298 053

Religion in Our Textbooks.
11p. 1mf. L1 ED 298 021

Parkhurst, Howard
Non-College Bound English Curriculum for Arenac Eastern High School.
48p. 1mf. L1 ED 297 354

Perrino, Susan L.
Greek Life on Campus. How Will a Changing Society Affect It?
4p. 1mf. L1 ED 297 617

Parrish, Richard M.
Trends in the Accreditation Relationships of U.S. Postsecondary Institutions. 1978-1985.
17p. 1mf. L2 ED 297 684

Patrick, John J.
Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

Patrikis, Peter C., Ed.
Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
141p. 2mf. L1 ED 297 607

Paulson, Sharon E.
Perceived Closeness and Parent-Child Relations in Families of Seventh-Graders.
8p. 1mf. L1 ED 297 845

Paulu, Nancy
Experiences in School Improvement. The Story of 16 American Districts.
92p. 1mf. L1 ED 297 480

What We Know about Phonics. Research in Brief.
3p. 1mf. L1 ED 297 298

Pea, Roy D.
Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706

Pearson, Larry
Managing Alaska's Information Systems: A Participant-Observer Study.
47p. 1mf. L1 ED 297 757

Peng, Samuel S.
Attainment Status of Asian Americans in Higher Education.
32p. 1mf. L1 ED 297 635

Penhale, Sara J.
Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752

Perkins, Kyle
What's Wrong with Reading Comprehension Tests?
18p. 1mf. L1 ED 297 305

Pershing, James A., Ed.
Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
110p. 2mf. L1 ED 297 159

Person, Roland C.
Library Development and Fund Raising Capabilities. SPEC Kit 146.
129p. 2mf. L2 ED 297 773

Peterson, James L.
Technical Notes to the Tables on Children, Education and Poverty.
48p. 1mf. L1 ED 298 189

Peterson, Karen L.
Building Curriculum for Young Children: Deciding on Content.
14p. 1mf. L1 ED 297 886

Peterson, Paul E.
Evolution of the Compensatory Education Program.
26p. 1mf. L1 ED 298 202

Peyton, Doris F.
Victims of AIDS: Family, Society, Cost and Outlook.
21p. 1mf. L1 ED 297 088

Philbin, Meg
Marietta Celebration of Unity Case Study.
23p. 1mf. L1 ED 298 035

Phillips, Linda
Library Survey Summary, University of Tennessee, Knoxville.
86p. 1mf. L1 ED 297 742

Phillips, Rebecca
Marietta Celebration of Unity Case Study.
23p. 1mf. L1 ED 298 035

Phinney, Jean S.
Development of Ethnic Identity in Adolescents.
26p. 1mf. L1 ED 298 224

Phleger, Janet M.
At-Risk Students: Approaches to Identification and Intervention.
22p. 1mf. L1 ED 297 230

Pickens, William H.
Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1986 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988. Report 88-11.
14p. 1mf. L1 ED 297 659

Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
19p. 1mf. L1 ED 297 653

Pigge, Fred L.
Analysis of Teacher-Made Tests: Testing Practices, Cognitive Demands, and Item Construction Errors.
50p. 1mf. L1 ED 298 174

Pittman, Von V., Jr.
Pioneering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.
13p. 1mf. L1 ED 297 104

Pitts, Mary Ellen
Discovery of the Self through the Writing Process: Autobiography as a Heuristic of Identity.
16p. 1mf. L1 ED 297 362

Plake, Barbara S.
Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.

13p. 1mf. L1 ED 298 170

Prediction of Item Performance by Expert Judges: A Methodology for Examining the Impact of Correction-for-Guessing Instructions on Test Taking Behavior.

14p. 1mf. L1 ED 298 171

Pleto, Kathleen C.

Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.

20p. 1mf. L1 ED 298 219

Washington State ECIA Chapter 2 End-of-Year Report 1986-87.

23p. 1mf. L1 ED 298 220

Platt, Gail M.

Commitment to Literacy: The Learning Center's Annual Report, 1986-87.

46p. 1mf. L1 ED 297 795

Poli, Bonnie

Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.

32p. 1mf. L1 ED 297 923

Pollack, Hilary L.

Questioning Strategies To Encourage Critical Thinking.

11p. 1mf. L1 ED 297 410

Popken, Randall L.

Language-for-Special-Purposes Theory and Basic Writing.

23p. 1mf. L1 ED 297 340

Porter, Andrew

Understanding Teaching: A Model for Assessment. Occasional Paper No. 124.

27p. 1mf. L1 ED 298 120

Prabha, Chandra G.

Nonfiction Book Use by Academic Library Users. Research Report-88/1.

60p. 1mf. L1 ED 297 743

Prendergast, Wilfred Francis

Physics Problem Solving: Student Performance Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.

209p. 3mf. L1 ED 297 974

Presberry, Rose L., Comp.

Facts about Maryland's School Library Media Programs, 1986-87.

543p. 6mf. L1 ED 297 738

Provence, Sally

Developmental Pediatrician's Experience with Four-Year-Olds in Schools: A Suggested Approach to Common Problems.

6p. 1mf. L1 ED 297 877

Psencik, Kay

AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.

19p. 1mf. L1 ED 297 416

Puccio, Paul M.
Graduate Instructor Representation in Writing Programs: Building Communities through Peer Support.
12p. 1mf. L1 ED 297 333

Pugh, Wesley C.
Analysis of Multiple Indicators To Evaluate School Improvement Projects.
38p. 1mf. L1 ED 298 147

Pulliams, Preston
Urban Community College Attempts To Assure Student Achievement: Creative Minority Initiatives.
21p. 1mf. L1 ED 297 792

Queeney, Donna S.
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Quisper, Barry E.
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
53p. 1mf. L1 ED 298 222

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
41p. 1mf. L1 ED 298 221

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report 1987-88.
41p. 1mf. L1 ED 298 233

State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.
50p. 1mf. L1 ED 298 223

Raffini, James P.
Student Apathy: The Protection of Self-Worth. What Research Says to the Teacher.
36p. 1mf. L2 ED 297 198

Railsback, Gary
Pilot Study on Needs in the Sciences in Community Colleges.
33p. 1mf. L1 ED 297 801

Raines, Shirley C.
Array of Teaching Ideas Using Wordless Picture Books.
23p. 1mf. L1 ED 297 274

Raizen, Senta A.
Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956

Ramanaiah, Sigita
Improving Teacher Certification Examination Scores of Minority Candidates: Results of an Intervention Program.
17p. 1mf. L1 ED 298 176

Rankin, D. S.
Accessing the Paragraph: A Strategy for Teaching Children To Read and To Write.
16p. 1mf. L1 ED 297 343

Raup, Alfred, Jr.
Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861

Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.
20p. 1mf. L1 ED 298 219

Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.
20p. 1mf. L1 ED 298 218

Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
23p. 1mf. L1 ED 298 220

Rauch, Margaret
Paired Courses: An Instructional Model Designed To Enhance Academic Success.
8p. 1mf. L1 ED 297 307

Raucher, Steven A.
What Are We Communicating When We Evaluate Instruction? Evaluation of Communication Instruction: An Administrator's Perspective.
22p. 1mf. L1 ED 297 384

Reau, Sally
Literature of Allied Health. Second Edition.
53p. 1mf. L1 ED 297 774

Reasoner, Robert W.
Building Self-Esteem: Implementation Project Summary.
6p. 1mf. L1 ED 297 215

Reed, Arthea J. S.
Comics to Classics: A Parent's Guide to Books for Teens and Preteens.
131p. 2mf. L1 ED 297 277

Reichman, Susan L.
Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?
13p. 1mf. L1 ED 298 168

Reidler-Berger, Carole R.
Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.
275p. 3mf. L2 ED 297 267

Reinke, Joyce M.

More with Four: A Look at the Four Day Week in Oregon's Small Schools.
21p. 1mf. L1 ED 297 919

Reisner, Elizabeth
Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).
95p. 1mf. L1 ED 297 475

Reithlingshoefer, Sally J., Ed.
Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).
593p. 7mf. L1 ED 297 647

Richardson, Sandra C.
Principal: Gatekeeper of Change.
38p. 1mf. L1 ED 297 472

Rinehart, Eric L., Ed.
Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190

Risinger, C. Frederick
Teaching about Religion in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 072

Robbins, Bruce
Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
3p. 1mf. L1 ED 297 402

Roberts, Linda G.
Training of Teachers in the Instructional Use of Technology.
94p. 1mf. L1 ED 297 694

Robey, Randall R.
Number of Iterations in Monte Carlo Studies of Robustness.
11p. 1mf. L1 ED 298 155

Robinson, Cordelia C.
Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.
60p. 1mf. L1 ED 297 488

Guide for Referral and Case Coordination for Young Children in Hospital Settings.
199p. 3mf. L1 ED 297 487

Robinson, Glen
Some Popular Assertions about School Administration: Are They Myths or Realities? ERS Concerns in Education.
32p. mf. L3 ED 297 473

Robinson, H. Alan
Whole Language and Whole Language Instruction: A Definition.
17p. 1mf. L1 ED 297 270

Robinson, Jeffrey C.
Radical Literary Education: A Classroom Experiment with Wordsworth's "Ode."

201p. mf. L3 ED 297 360

Robinson, Randal
Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324

Robinson, Sandra G.
How the Daily Press Looks at Hunger.
37p. 1mf. L1 ED 297 371

Robson, Andrew E.
Content of Composition Courses.
20p. 1mf. L1 ED 297 357

Robyn, Abby E.
Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211

Rodriguez, Adriana Pellicari
Why Do We Want To Learn English? Ask Us!
12p. 1mf. L1 ED 297 601

Roesler, Elmo D.
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806

Rogers, Karen B.
Content Analysis of the Research on Giftedness: How Well Are We Doing?
26p. 1mf. L1 ED 297 524

Romero, Martha
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802

Romy, Neil
SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.
39p. mf. L3 ED 298 133

Rose, Karl Heinz
Berlin's Adult Education Centres (Volkshochschulen) from 1945 to 1960.
7p. 1mf. L1 ED 297 105

Rose, Raymond M.
At-Risk Students: Approaches to Identification and Intervention.
22p. 1mf. L1 ED 297 230

Roskelly, Hephzibah
Writing To Read: The Shape of Interpretation.
13p. 1mf. L1 ED 297 268

Rosser, Sue V., Ed.
Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene Series.
168p. mf. L3 ED 297 991

Rosu, Anca
Pragmatics and the Teaching of Writing.
10p. 1mf. L1 ED 297 322

Rotheroe, Dave
ITEMBANK: An Item Bank Package for the IBM PC. User's Guide, Version 1.0.
52p. mf. L3 ED 298 131

Rothschild, Joan
Teaching Technology from a Feminist Perspective: A Practical Guide. The Athene Series.
171p. mf. L3 ED 297 989

Rouner, Donna
Communication Needs of a Local Not-For-Profit in Relation to Local Community Resources.
21p. 1mf. L1 ED 297 391

Rowland, Paul McD.
Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
46p. 1mf. L1 ED 297 998

Rudes, Blair A.
Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928

Rutenbeck, Jeffrey B.
TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a Transborder Data Flow Perspective.
24p. 1mf. L2 ED 297 761

Rutkowski, Edward, Ed.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (8th, Chicago, Illinois, October 24-27, 1973).
103p. 2mf. L1 ED 298 038

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (7th, Chicago, Illinois, October 27-28, 1972).
175p. 2mf. L1 ED 298 037

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (13th, Chicago, Illinois, October 28-29, 1977).
114p. 2mf. L1 ED 298 042

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicago, Illinois, October 29-30, 1976).
159p. 2mf. L1 ED 298 041

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (11th, Chicago, Illinois, October 24-25, 1975).

121p. 2mf. L1 ED 298 040
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).

133p. 2mf. L1 ED 298 039
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (17th, Chicago, Illinois, October 30-31, 1981).

150p. 2mf. L1 ED 298 046
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (15th, Chicago, Illinois, October 26-27, 1979).

200p. 3mf. L1 ED 298 044
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (21st, Chicago, Illinois, October 25-26, 1985).

131p. 2mf. L1 ED 298 050
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).

175p. 2mf. L1 ED 298 049
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).

204p. 3mf. L1 ED 298 048
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).

195p. 3mf. L1 ED 298 047
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (23rd, Chicago, Illinois, November 5-7, 1987).

233p. 3mf. L1 ED 298 052
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October 24-25, 1986).

247p. 3mf. L1 ED 298 051
Papers and Proceedings of the Combined Annual Meetings of the Midwest History of Education Society and the History of Education Society (Chicago, Illinois, October 27-29, 1978).

69p. 1mf. L1 ED 298 043
Papers and Proceedings of the Midwest History of Education Society Annual Meeting (16th, Chicago, Illinois, October 24-25, 1980).

201p. 3mf. L1 ED 298 045

Rutland, Robert A.
American Solution: Origins of the United States Constitution.
85p. 1mf. L1 ED 298 017

Ryan, G. Jeremiah
Corporation and Foundation Giving to Community Colleges.

84p. 1mf. L1 ED 297 827

Excellence in Educational Fund Raising at America's Community Colleges and a Key Resources Guide for Educational Fund Raising.
59p. 1mf. L1 ED 297 826

Ryan, Joseph M.
Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963

Sailor, Perry
Effects of Various Middle-Grade Configurations.
15p. 1mf. L1 ED 297 417

Sainato, Diane M.
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523

Sales, Dominador J.
Infusing International Experience into the Curriculum.
19p. 1mf. L1 ED 297 791

Salisbury, David F.
General Systems Theory and Instructional Design.
22p. 1mf. L1 ED 297 722

Salwen, Michael B.
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
31p. 1mf. L1 ED 297 329

What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
29p. 1mf. L1 ED 297 323

Sammons, Vivian O., Comp.
Alzheimer's Disease. LC Science Tracer Bullet 87-2.
12p. 1mf. L1 ED 297 213

Sander, Angelle M.
Scrambled Order--Scrambled Brains: The Effects of Presenting Test Items in Sequential Versus Random Order.
7p. 1mf. L1 ED 298 169

Sanders, Sara L.
Community: Prerequisite for Communication in Language Classes.
12p. 1mf. L1 ED 297 598

Sanford, Bob
1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.
45p. 1mf. L1 ED 298 082

Sanford, James F., Ed.
Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).
593p. 7mf. L1 ED 297 647

Sanok, Gloria
Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.

60p. 1mf. L1 ED 297 993

Sapp, Allen D.
Songs of Despair: A Case Study of Adolescent Suicide.
24p. 1mf. L1 ED 297 245

Sauer, Margery
Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265

Scharlott, Bradford W.
Communications Technology Transforms the Marketplace: The Impact of the Telegraph, Telephone, and Ticker on the Cincinnati Merchants' Exchange.
29p. 1mf. L1 ED 297 378

Schell, Robert E.
Development of Language Behavior in an Autistic Child.
16p. 1mf. L1 ED 297 543

Schenck, John P.
Life and Times of Victor Karlovich Della-Vos.
29p. 1mf. L1 ED 297 137

Schenk, Robert E.
Economics: An Analysis of Unintended Consequences. Volume 2: Introduction to Macroeconomics.
248p. 3mf. L1 ED 298 075

Economics: An Analysis of Unintended Consequences. Volume 1: Introduction to Microeconomics.
252p. 3mf. L1 ED 298 074

Schlesinger, Frank J.
Texas Teachers and Moonlighting in the 1980's.
17p. 1mf. L1 ED 298 106

Schmidt, Wallace V.
Teaching the College Course: Intercultural Communication.
115p. 2mf. L1 ED 297 375

Schnare, Ann B.
Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.
157p. 2mf. L2 ED 298 190

Schuster, J. Mark Davidson
Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.
69p. 1mf. L1 ED 298 023

Schwartzman, Roy
Life-Embeddedness of Argumentation: A Prelude to Treating Arguments as Exhortations.
37p. 1mf. L1 ED 297 392

Political Myth and Social Action: John C. Calhoun's Defense of Nullification.
33p. 1mf. L1 ED 297 409

Scott, Dick
Working with Gay and Lesbian Students.

5p. 1mf. L1 ED 297 622

Scott, Geraldine M.
Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.
94p. 1mf. L1 ED 297 889

Sechler, Judith A.
Vocational Education and the Retention of At-Risk Youth.
15p. 1mf. L1 ED 297 123

Seiter, Carl
Educational Reform or National Survival: Take Your Pick.
18p. 1mf. L1 ED 298 064

Sekhon, J. G.
High Technology in Australia: Rhetoric or Reality?
12p. 1mf. L1 ED 297 713

Selman, Gordon R.
Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146

Selvadurai, Ranjani
Needs Assessment of the Medical Laboratory Technology Students at New York City Technical College.
47p. 1mf. L1 ED 297 145

Senese, Donald J.
Challenge of Excellence in Education through Technology.
16p. 1mf. L1 ED 297 695

Challenge of the Information Age--Forging the Frontiers of Excellence in Education.
17p. 1mf. L1 ED 297 696

Educating for Excellence: The Role of Instructional Technology.
17p. 1mf. L1 ED 297 697

Excellence in Our Schools: Differences That Count.
10p. 1mf. L1 ED 297 698

Higher Education and Technology--The Challenge We Face in the 1980s.
14p. 1mf. L1 ED 297 699

Sergent, Marie T.
National Survey of Services Provided for Disabled Students in Higher Education. Research Report #19-87.
20p. 1mf. L1 ED 297 668

Servaes, Jan
Communication, Development, and New Social Movements: A European Perspective.
20p. 1mf. L1 ED 297 385

Many Faces of Power, Ideology and Culture: In Search of a More Interpretative Communication Research.
22p. 1mf. L1 ED 297 386

Sevigny, Karen
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.

29p. 1mf. L1 ED 297 854
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
20p. 1mf. L1 ED 297 853

Shane, Mathew D., Ed.
Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).
180p. 2mf. L1 ED 297 181

Shannon, A. G.
Collection of Articles on Computers and Information Technology.
29p. 1mf. L1 ED 297 712
High Technology in Australia: Rhetoric or Reality?
12p. 1mf. L1 ED 297 713

Shannon, Glenda S.
Business Administrator and the Negotiated Order.
20p. 1mf. L1 ED 297 449

Sharp, Pat
Brain Functioning and Reading Remediation: Progress in Research and Practice.
23p. 1mf. L1 ED 297 282

Sheaffer, Christena
Promoting Oral Language Growth in Kindergarten through Creative Writing.
33p. 1mf. L1 ED 297 871

Shedletsky, Leonard
Intrapersonal Communication Activities: Representing Experience.
32p. 1mf. L1 ED 297 404

Sheeline, Mary C.
Positive Effects of Implementing Special Education Strategies in the General Classroom.
30p. 1mf. L1 ED 297 534

Sherblom, John
Speech Accommodation and the Effects of Cognitive Uncertainty and Physiological Arousal upon It.
19p. 1mf. L1 ED 297 382
Speech Accommodation and the Influence of Dyad Sexual Compositions.
26p. 1mf. L1 ED 297 394

Shibles, Mark R.
School Leadership Preparation: A Preface for Action.
24p. 1mf. L1 ED 298 093

Shimada, Shuichi
Present Issues and Interests on the Study of the History of Adult Education in Japan.
11p. 1mf. L1 ED 297 106

Shimatani, Hiroshi
Examination of the Monitor Theory.
20p. 1mf. L1 ED 297 592

Shigemi, Cindy Ann M.
Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
91p. 1mf. L1 ED 297 131

Shore, Ellie R.
Professionals and Self-Help: Where Do Professionals Fit In?
12p. 1mf. L1 ED 297 228

Shoultz, Bonnie, Ed.
Families for All Children.
13p. 1mf. L1 ED 297 536

Showers, Dennis Edward
Effect of Persuasion on Nuclear Attitudes of Secondary School Students.
22p. 1mf. L1 ED 297 932

Nuclear Energy Assessment Battery. Form C.
12p. 1mf. L1 ED 297 931

Shuck, Terri H.
Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

Shuman, Susan B.
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Shute, Valerie
Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.
97p. 2mf. L1 ED 298 002

Siegel, Martin
Role Play: More than Make-Believe.
138p. 2mf. L1 ED 297 786

Simmons, Dexter D.
Converting Bowling Balls into Apples and Macs.
5p. 1mf. L1 ED 297 616

Simmons, Howard L.
Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."
19p. 1mf. L1 ED 297 825

Simmons, Joan
State Arts Agencies in 1974: All Present and Accounted For. Research Division Report #8.
161p. 2mf. L1 ED 298 071

Simon, Hans-Reiner
Reisebericht London: Interner Workshop: "Knowledge Based Systems in Information Science" (London Travel Report: Internal Workshop: "Knowledge Based Systems in Information Science").
25p. 1mf. L1 ED 297 734

Simon, John J., Ed.
Learning from the Technology or Learning with It: Being a Brief History of, and Inquiry into, the Presence of Computers on Campuses.

23p. 1mf. L1 ED 297 690

Skinner, Elizabeth Fisk
Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783

Slaght, Ralph L.
Thinking and Doing: Technological Literacy Reconsidered.
11p. 1mf. L1 ED 297 400

Slattery, Patrick
Models of Teacher Evaluation. Policy Bulletin No. 2.
5p. 1mf. L1 ED 297 456

Slavik, Christy
Using Traditional Teaching To Expand Language Development and Critical Thinking.
18p. 1mf. L1 ED 298 092

Smelser, Neil J., Ed.
Behavioral and Social Science: Fifty Years of Discovery.
306p. 4mf. L2 ED 298 055

Smerglia, Virginia L.
Older Male Primary Caregivers and the Homemaker Role.
17p. 1mf. L1 ED 297 200

Smey-Richman, Barbara
Addressing the "At-Risk" Challenge in the Nonurban Setting.
14p. 1mf. L1 ED 297 910

Smith, Albert J., Jr.
Minority Disproportionality in Higher Education with an Emphasis on Teacher Preparation.
61p. 1mf. L1 ED 298 110

Smith, Carl B.
Teacher Decision-Making.
21p. 1mf. L1 ED 297 405

Smith, J. Christine, Comp.
Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.
73p. 1mf. L1 ED 298 238

Smith, Janet
Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097

Smith, Louise Z., Ed.
Audits of Meaning: A Festschrift in Honor of Ann E. Berthoff.
264p. mf. L3 ED 297 366

Smith, Lucille L.
Neutrophilia and an Anti-Inflammatory Drug as Markers of Inflammation in Delayed Muscle Soreness.
23p. 1mf. L1 ED 298 086

Smith, Marshall S.
Selecting Students and Services for Chapter 1: Reactions. Revised.

27p. 1mf. L1 ED 298 206

Smith, Nila Banton
American Reading Instruction.
528p. 6mf. L1 ED 297 273

Smith, Susan Staples
Selecting the "Right" Microcomputer.
6p. 1mf. L2 ED 297 701

Sonderup, L.
Evaluation Report on an Educational Teletext Programme about AIDS.
9p. 1mf. L1 ED 298 159

Spencer, Mary L.
Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Micronesian Region.
18p. 1mf. L1 ED 297 586

History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.
52p. 1mf. L1 ED 297 583

Program Evaluation and Testing in the Educational Programs of Micronesia--When Benchmarks are Needed.
18p. 1mf. L1 ED 297 585

Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.
25p. 1mf. L1 ED 297 584

Spencer, Mary L., Ed.
Chamorro Language Issues and Research on Guam. A Book of Readings.
214p. 3mf. L1 ED 297 587

Spencer, Melody, Ed.
GATEWAYS Music Curriculum for Musically Talented Children. Report #367.
77p. 1mf. L1 ED 298 033

Spicer, Nilla
Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115

Spiegel, Richard A.
Computers and the Waterways' Project.
10p. 1mf. L1 ED 297 358

Stallings, Jane
Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.
10p. 1mf. L1 ED 297 874

Stanic, George M. A.
Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.
17p. 1mf. L1 ED 297 938

Stark, Joel
Increasing Verbal Behavior in an Autistic Child.
9p. 1mf. L1 ED 297 544

Stockelberg, Allen
Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.

16p. 1mf. L1 ED 297 510

Steffenhagen, R. A.
Self-Esteem: A Model.
10p. 1mf. L1 ED 297 204

Stein, Mark J.
Borrowing Language.
16p. 1mf. L1 ED 297 370

Stein, Nikki D.
Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Comparison.
16p. 1mf. L1 ED 297 216

Steinberg, Marian N.
Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.
74p. 1mf. L1 ED 297 840

Stevens, K. J.
Orientation to Teaching in Two Rural Schools.
24p. 1mf. L1 ED 297 898

Stevens, Robert J.
Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
39p. 1mf. L1 ED 297 263

Stickney, Benjamin D.
Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.
64p. 1mf. L1 ED 297 422

Stitsworth, Michael Henry
Personality Changes of American Teenage Participants in a Japanese Youth Exchange.
180p. 2mf. L1 ED 297 199

Strain, Phillip S.
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523

Strawitz, Barbara M.
Relative Effects of Microteaching and Field Experience on Preservice Teachers.
18p. 1mf. L1 ED 297 962

Strickland, Dorothy S., Ed.
Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188

Stroble, Elizabeth J.
Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
44p. 1mf. L1 ED 297 723

Stubblefield, Harold W.
Status of Adult Education Historical Research in the United States.

8p. 1mf. L1 ED 297 107

Studerus, Lenard, Ed.
Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

Sumartojo, Esther
Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
33p. 1mf. L1 ED 298 139

Sutphin, Dean, Comp.
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1986-1987.
156p. 2mf. L1 ED 297 162

Sutton, Alfred L.
Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.
58p. 1mf. L1 ED 297 881

Sweet, Arleene, Ed.
Trends in Instructional Programs: Missouri Public Four-Year Colleges and Universities. Fiscal Year 1983-Fiscal Year 1987.
67p. 1mf. L1 ED 297 679

Sworder, Steve
Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Competency.
78p. 1mf. L1 ED 297 976

Syropoulos, Nike
High School Development Center: An Alternative School for Ninth and Tenth Grades. Evaluation Report, 1986-87.
57p. 1mf. L1 ED 298 227

High School Development Center: An Alternative School for Ninth and Tenth Grades. Executive Summary, 1986-87.
6p. 1mf. L1 ED 298 226

Teabel, Donald, Ed.
Alabama Career Incentive Program. Evaluator's Manual.
51p. 1mf. L1 ED 298 127

Tallent, Mary K.
Future Problem Solving Program: An Investigation of Effects on Problem Solving Ability.
30p. 1mf. L1 ED 297 485

Tally, William
Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
39p. 1mf. L2 ED 297 709

Taylor, Gene
Hands on Science.
7p. 1mf. L1 ED 297 917

Telleen, Sharon
Individual and Situational Factors in Adolescent Coping.
19p. 1mf. L1 ED 297 229

Terrey, Elizabeth P.
Study of Washington-Trained Education Graduates Pursuing Certification and Careers Out of State.
29p. 1mf. L1 ED 298 118

Thiel, Kathleen K.
Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
5p. 1mf. L1 ED 297 095

Thompson, Nancy S.
Redefining Language Learning.
14p. 1mf. L1 ED 297 593

Thompson, Roger M.
Does the Public Use of Spanish Reverse Linguistic Assimilation? A Second Look at Austin, Texas.
10p. 1mf. L1 ED 297 597

Tierney, William G.
Organizational Culture and Time.
31p. 1mf. L1 ED 297 458

Tikunoff, William J.
Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
34p. 1mf. L1 ED 297 561

Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563

Tikunoff, William J., Ed.
Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.
145p. 2mf. L1 ED 297 564

Touchard, Wolfhard
Developing African Secondary School Libraries. A Manual.
87p. 1mf. L1 ED 297 781

Toupin, Cecile
Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Tracy, Dick B.
Estimation of Missing Values by Predicted Scores.
20p. 1mf. L1 ED 298 146

Tracy, John M.
Survey of Language Services to Adolescents in Oregon Public Schools.
27p. 1mf. L1 ED 297 496

Trapani, Catherine
Peer Tutoring: Integrating Academic and Social Skills Remediation in the Classroom.
43p. 1mf. L1 ED 297 533

Troester, Rod
Introduction of New Technology from the User's Perspective: A Message-Q/ing Study.
26p. 1mf. L1 ED 297 716

Tudor, Dan, Ed.
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817

Turner, A. Lynn
Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
56p. 1mf. L1 ED 297 474

Turock, Betty J.
Public Library Service for Older Adults: Update 1986. Final Report.
100p. 2mf. L1 ED 297 759

Uddman, Ralph
Report on Studies in the History of Adult Education in Sweden .
15p. 1mf. L1 ED 297 108

Ulmschneider, John
Search Procedures for Senior Library Administrators. SPEC Kit 143.
111p. 2mf. L2 ED 297 736

Upitis, Rena
Special Needs Music Community: Color and the Computer.
16p. 1mf. L1 ED 298 032

Vago, Robert M.
Paradigmatic Errors in First Language Attrition.
13p. 1mf. L1 ED 297 569

Van Damme, Jan
Development of Renewed Secondary Education in Belgium.
28p. 1mf. L1 ED 297 457

Van de Water, Julie C.
Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.
27p. 1mf. L1 ED 297 455

Vandenberghe, Roland
Development of a Questionnaire for Asssessing Principal Change Facilitator Style.
27p. 1mf. L1 ED 297 463

Vanderheiden, Gregg C.
Accessible Computers from the Box.
15p. 1mf. L2 ED 297 545

Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546

Toy Modification Note. Revised.
30p. 1mf. L1 ED 297 498

Vanderheiden, Gregg C., Ed.
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505

Vasa, Stanley F.
Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.
16p. 1mf. L1 ED 297 510

Verhille, Charles, Ed.
Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).
147p. 2mf. L1 ED 297 966

Villarruel, F.
Alternative and Augmentative Communication Bibliography. Revised.
72p. 1mf. L1 ED 297 499

Villegas, Ana Maria
Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560

Visse, Jeanne
Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.
60p. 1mf. L1 ED 297 993

Vohs, Janet R., Ed.
Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.
118p. 2mf. L1 ED 297 486

Weigandt, Alex
Analysis of Vision Screening in School Age Children.
15p. 1mf. L1 ED 298 091

Walker, Luise E., Ed.
Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756

Wall, Robert E.
Curricular Applications of ITV in Maryland.
30p. 1mf. L1 ED 297 705

Wallace, Gaylen R.
RSE-40; An Alternate Scoring System for the Rosenberg Self-Esteem Scale (RSE).
17p. 1mf. L1 ED 298 154

Walsh, Bettye
Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
20p. 1mf. L1 ED 297 803

Ward, James Gordon
City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
14p. 1mf. L1 ED 297 477

Waring, Eileen Whitcraft
Dyslexia and the College Student.
24p. 1mf. L1 ED 297 313

Washington, Valerie M.
Collaborative Quest for Quality.
18p. 1mf. L1 ED 297 434

Watson, Arden K.
Communication Apprehension, Teacher Perception, Intelligence, and Academic Achievement: A Correlational Study.
20p. 1mf. L1 ED 297 396

Communication Apprehension: Student Demographic Characteristics at The Pennsylvania State University.
17p. 1mf. L1 ED 297 398

Effects of Systematic Desensitization in the Alleviation of Communication Apprehension.
17p. 1mf. L1 ED 297 399

Helping Developmental Students Overcome Communication Apprehension.
20p. 1mf. L1 ED 297 397

Watt, Norman F.
Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198

Webb, Norman L.
Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.
361p. 4mf. L1 ED 297 965

Webber, Linda Dennie
Transitions: Toward a Grounded Theory of What Happens between Lessons.
20p. 1mf. L1 ED 298 083

Weber, James M.
Dynamics of Secondary Vocational Classrooms.
519p. 6mf. L1 ED 297 090

Dynamics of Secondary Vocational Classrooms machine-readable data file .
29p. 1mf. L3 ED 297 138

Vocational Education and the Retention of At-Risk Youth.
15p. 1mf. L1 ED 297 123

Weber, Jerry
Evaluation of an Assessment and Placement System for Entry-Level Courses.
38p. 1mf. L1 ED 297 830

Weeks, James P.
Continuing Professional Education Delivery Systems.
46p. 1mf. L1 ED 297 093

Weeldreyer, Janet C.
Psychometric Characteristics of the Child Development Rating Scales.
12p. 1mf. L1 ED 297 509

Weikart, David P.
Research and Related Issues: Interactive Instructional Model.
6p. 1mf. L1 ED 297 873

Weiler, Daniel
Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663

Weiler, Hans N.
Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.
27p. 1mf. L1 ED 297 453

Weiss, Joachim W., Ed.
Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771

New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Wentzloff, Sue L.
Honors Students and a Basic Speech-Communication Course: Techniques for Meeting Their Needs.
25p. 1mf. L1 ED 297 401

Wheeler, M. Candace
Correlation between Remedial Students and Learning Styles: Implications for Computer Assisted Instruction.
48p. 1mf. L1 ED 297 294

White, C. Stephen
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888

Whiteside, Karen, Ed.
East Texas Quilts.
44p. 1mf. L1 ED 298 005

It's Coming: Electricity For You.
43p. 1mf. L1 ED 298 004

Wiebe, James H.
Teaching Elementary Mathematics in a Technological Age.
453p. 5mf. L2 ED 297 941

Wiersma, William
Alabama Career Incentive Program: A Statewide Effort in Teacher Evaluation.
18p. 1mf. L1 ED 298 128

Wiggins, Janice Christine
Impact of the Emotional Orientation of a Passage on the Reading Comprehension of Fourth Graders.
53p. 1mf. L1 ED 297 314

Wiggins, Thomas
Comparing Actual and Desired Tasks in the School Principalship.
15p. 1mf. L1 ED 297 448

Wilcox, Barbara
Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.
81p. 1mf. L1 ED 297 541

Wilcox, Barbara, Ed.
Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).
169p. 2mf. L2 ED 297 540

Wilcox, James R.
Focus Groups: An Alternative Method of Gathering Qualitative Data in Communication Research.
19p. 1mf. L1 ED 297 393

Wilhelm, Irma J., Ed.
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537

Williams, M. Michael
Studying Photographic Advertising Illustrations and Their Effects.
30p. 1mf. L1 ED 297 403

Williams, Patricia A.
Standardizing School Dropout Measures. CPRE Research Report Series.
33p. 1mf. L1 ED 298 184

Wilson, Addie Bates
Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.
103p. 2mf. L1 ED 297 887

Winchell, Anne
New Start Program: Third-Year Report.
23p. 1mf. L1 ED 297 831

Wise, Steven L.
Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.
13p. 1mf. L1 ED 298 170

Wismer, Donald
Library Signage: Doing It Right.
27p. 1mf. L1 ED 297 755

Witt, Elaine B.
Power Approach to Writing.
471p. 5mf. L2 ED 297 151

Woltmann, Ole-Jorgen
What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?
17p. 1mf. L1 ED 297 109

Wood, Norma J.
Health Status, Personal Definition of Health, and Health Behavior Choice in the Elderly.
58p. 1mf. L1 ED 297 212

Woolner, Rosestelle B., Ed.
Lipman Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipman Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
63p. 1mf. L1 ED 297 872

Worley, Penny
Online Search Optimization.
71p. 1mf. L1 ED 297 777

Wright, Patsy
Interactive Laser Video Disc. Health Occupations Education.
31p. 1mf. L1 ED 297 164

Wyatt, Bobbie, Ed.
Jim Driver, Panola County Oil and Gas Boom.
61p. 1mf. L1 ED 298 008

Wyatt, Charles, Ed.
Monroe Brannon: Gary's Master Story Teller.
60p. 1mf. L1 ED 298 009

Sheriff Corbett Akins.
80p. 1mf. L1 ED 298 010

Wynn, Joan
Communities and Adolescents: An Exploration of Reciprocal Supports.
98p. 2mf. L1 ED 297 201

Wynn, Ruth L.
Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
11p. 1mf. L1 ED 297 843

Yelland, Richard
Time for a Change? Conclusions of a Seminar on the Organisation of School Time and Its Implications for Buildings (Ouranoupoli, Greece, October 11-16, 1987).
38p. 1mf. L2 ED 297 471

Yoder, Sharon Logsdon
Rhetoric of Retrenchment: Themes and Values as Dimensions in an Interpretive Approach to Organizational Conflict.
48p. 1mf. L1 ED 297 379

Yonezawa, Asaji
Integration of Theory and Practice in a Pre-Service Teacher Training Course.
16p. 1mf. L1 ED 297 594

Youm, Kyu Ho
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
31p. 1mf. L1 ED 297 329

Young, Malcolm B.
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927

Zafiriou, S. James
Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.
146p. 2mf. L1 ED 297 266

Zambelli, Grace C.
Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.
15p. 1mf. L1 ED 297 249

Zeidler, Dana Lewis
Moral Education: The Missing Link to Science, Technology and Society Programs.
20p. 1mf. L1 ED 297 964

Zeitler, William R.
Elementary School Science: A Perspective for Teachers.
341p. mf. L3 ED 297 946

Zelazo, Janice
Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program.
19p. 1mf. L1 ED 297 528

Zikopoulos, Marianthi, Ed.
Profiles: Detailed Analyses of the Foreign Student Population, 1985/86.
199p. 3mf. L1 ED 297 666

Zill, Nicholas
Technical Notes to the Tables on Children, Education and Poverty.
48p. 1mf. L1 ED 298 189

Zimiles, Herbert
Quandaries in the Trend toward Earlier Education: The Role of Research.
12p. 1mf. L1 ED 297 879

Ability Identification
Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494

Abstract Reasoning
Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
40p. 1mf. L1 ED 297 882

Abstracts
Resources in Education (RIE). Volume 24, Number 1.
p. mf. L2 ED 297 085

Academic Achievement
Academic Learning Time. Abstract I: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 549

Attainment Status of Asian Americans in Higher Education.
32p. 1mf. L1 ED 297 635

Canadian Studies: Geography. A Report for Educators.
177p. 2mf. L1 ED 298 059

Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.
64p. 1mf. L1 ED 297 422

Communication Apprehension, Teacher Perception, Intelligence, and Academic Achievement: A Correlational Study.
20p. 1mf. L1 ED 297 396

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
41p. 1mf. L1 ED 298 221

Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
20p. 1mf. L1 ED 297 853

Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.
29p. 1mf. L1 ED 297 854

From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
241p. 3mf. L2 ED 297 624

Grade 12 Diploma Examination: Biology 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Biologie 30. Juin 1988.
75p. 1mf. L1 ED 297 958

Grade 12 Diploma Examination: Chemistry 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Chimie 30. Juin 1988.

53p. 1mf. L1 ED 297 959
Grade 12 Diploma Examination: Physics 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Physique 30. Juin 1988.
59p. 1mf. L1 ED 297 960
High School Preparation for Employment.
163p. 2mf. L1 ED 297 158
Indicators of Literacy.
51p. 1mf. L1 ED 297 302
Individual Differences in Achievement Orientation and Use of Classroom Feedback.
18p. 1mf. L1 ED 298 156
Influence of Parental Challenge and Support on Adolescents' Academic Achievement.
8p. 1mf. L1 ED 297 224
Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
62p. 1mf. L1 ED 297 440
Instructional Practices. Abstract IV: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 552
Is the Final Grade in College Biology a True Measure of Student Knowledge?
13p. 1mf. L1 ED 297 936
Low Achieving Schools Assessment. Year Two Bronson Settlement.
79p. 1mf. L1 ED 298 183
Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.
13p. 1mf. L1 ED 298 085
New Start Program: Third-Year Report.
23p. 1mf. L1 ED 297 831
Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132
Paired Courses: An Instructional Model Designed To Enhance Academic Success.
8p. 1mf. L1 ED 297 307
Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.
24p. 1mf. L2 ED 297 858
Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198
Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861
Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue.
36p. 1mf. L2 ED 297 193
Summer School, Extended School Year, and Year-Round Schooling for

Disadvantaged Students. ERIC/CUE Digest Number 42.
4p. 1mf. L1 ED 298 213

Academic Aptitude
Development of a College Academic Self-Efficacy Scale.
8p. 1mf. L1 ED 298 158

Academic Aspiration
Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132

Academic Computing
Selecting the "Right" Microcomputer.
6p. 1mf. L2 ED 297 701

Academic Deans
Role of the Modern English Department Chair.
22p. 1mf. L1 ED 297 346

Academic Discourse Communities
Where Should Students Start Writing in the Disciplines?
15p. 1mf. L1 ED 297 341

Academic Education
Absorbing Errand.
16p. 1mf. L1 ED 297 620

Chemawa Indian School: A Strong Spirit of Growth.
21p. 1mf. L1 ED 297 894

Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.
147p. 2mf. L1 ED 297 336

Teaching without Subject Preparation. Issue Paper #8603.
14p. 1mf. L1 ED 298 111

Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
35p. 1mf. L1 ED 297 149

Academic Freedom
Examination of the Perceptions of Academic Freedom of Dowling College Faculty Members and Administrators in General. The Emergence of Higher Education in America.
105p. 2mf. L1 ED 297 672

What Are We Communicating When We Evaluate Instruction? Evaluation of Communication Instruction: An Administrator's Perspective.
22p. 1mf. L1 ED 297 384

Academic Libraries
Key Issues in Library and Information Science for Southern Africa: A Handbook for Library and Information Specialists.
155p. 2mf. L1 ED 297 741

Library Development and Fund Raising Capabilities. SPEC Kit 146.
129p. 2mf. L2 ED 297 773

Library Publications Programs. SPEC Kit 145.
117p. 2mf. L2 ED 297 772

Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756

Minimum Library Use Skills Survey.
10p. 1mf. L1 ED 297 758

Preservation Planning Project Study Team. Final Report.
97p. 2mf. L2 ED 297 737

Report of the Task Force on Facilities, Space and Equipment.
166p. 2mf. L1 ED 297 730

Task Force on Access to Information. Final Report.
70p. 1mf. L1 ED 297 729

Task Force on Organization, Coordination and Staffing. Final Report.
171p. 2mf. L1 ED 297 731

Technology Task Force. OMS Public Services Study. Final Report.
85p. 1mf. L1 ED 297 732

Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748

User Needs and Education Task Force. Final Report.
200p. 3mf. L1 ED 297 733

When Can You Weed an Unused Book?
9p. 1mf. L1 ED 297 762

Academic Persistence

College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
102p. 2mf. L1 ED 297 680

Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.
151p. 2mf. L1 ED 297 945

Time to Degree in California's Public Universities. Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.
117p. 2mf. L1 ED 297 660

Academic Standards

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 555

National Standards: Oral and Written Communications.
17p. 1mf. L1 ED 297 351

Report Card on School Reform. The Teachers Speak.
90p. 1mf. L2 ED 298 099

Trends in the Accreditation Relationships of U.S. Postsecondary Institutions. 1978-1985.
17p. 1mf. L2 ED 297 684

Academically Gifted

Honors Students and a Basic Speech-Communication Course: Techniques for Meeting Their Needs.
25p. 1mf. L1 ED 297 401

Individual Differences in Achievement Orientation and Use of

Classroom Feedback.
18p. 1mf. L1 ED 298 156

Acceleration (Education)
Journal for the Society of Accelerative Learning and Teaching, Volume 11, Numbers 1-4, 1986.
301p. 4mf. L1 ED 297 606

Access to Computers
Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.
18p. 1mf. L1 ED 297 724
Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.
31p. 1mf. L1 ED 297 725

Access to Education
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802
Equity for Targeted Populations in Vocational Technical Education.
57p. 1mf. L1 ED 297 173
From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
241p. 3mf. L2 ED 297 624
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (21st, Chicago, Illinois, October 25-26, 1985).
131p. 2mf. L1 ED 298 050
South Carolina Higher Education Statistical Abstract. Ninth Edition.
95p. 1mf. L1 ED 297 640
South Carolina Higher Education Statistical Abstract. Tenth Edition.
103p. 2mf. L1 ED 297 641
Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667

Access to Health Care
Equal Access to Health Care: Patient Dumping. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (July 22, 1987).
468p. 5mf. L1 ED 297 237

Access to Information
Task Force on Access to Information. Final Report.
70p. 1mf. L1 ED 297 729
Technology Task Force. OMS Public Services Study. Final Report.
85p. 1mf. L1 ED 297 732
User Needs and Education Task Force. Final Report.

200p. 3mf. L1 ED 297 733

Accessibility (for Disabled)

Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505

National Survey of Services Provided for Disabled Students in Higher Education. Research Report #19-87.
20p. 1mf. L1 ED 297 668

Participation of Handicapped in Apprenticeship: The State-of-the-Art.
89p. 1mf. L1 ED 297 176

Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).
16p. 1mf. L1 ED 297 503

Accident Prevention

Nuclear Powerplant Safety: Design and Planning.
19p. 1mf. L1 ED 297 955

Nuclear Powerplant Safety: Operations.
20p. 1mf. L1 ED 297 951

Accountability

Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802

How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.
21p. 1mf. L1 ED 298 209

National Survey in Regard to HR 5.
64p. 1mf. L1 ED 298 187

Next Steps in Urban Education.
12p. 1mf. L1 ED 298 210

North Carolina's Lead Teacher/Restructured School Pilot Project: An Interim Report.
19p. 1mf. L2 ED 297 467

Accreditation (Institutions)

Collection of Papers on Self-Study and Institutional Improvement.
252p. 3mf. L1 ED 297 634

COPA Handbook.
144p. 2mf. L2 ED 297 685

COPA Self-Study Advisory Panel. Findings and Recommendations Submitted to the Board of Directors, The Council on Postsecondary Accreditation.
51p. 1mf. L2 ED 297 683

Guide to COPA Recognized Accrediting Bodies. 1986-1988.
235p. 3mf. L2 ED 297 686

Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."
19p. 1mf. L1 ED 297 825

Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees.
32p. 1mf. L1 ED 297 639

Policy Statement on Disclosure, Confidentiality and the Integrity of the Accrediting Process.

6p. 1mf. L1 ED 297 681
Policy Statement on Rights and Responsibilities of Accrediting Bodies and Institutions in the Accrediting Process.
5p. 1mf. L1 ED 297 682
Trends in the Accreditation Relationships of U.S. Postsecondary Institutions. 1978-1985.
17p. 1mf. L2 ED 297 684

Accrediting Agencies
Guide to COPA Recognized Accrediting Bodies. 1986-1988.
235p. 3mf. L2 ED 297 686

Acculturation
Does the Public Use of Spanish Reverse Linguistic Assimilation? A Second Look at Austin, Texas.
10p. 1mf. L1 ED 297 597
English Language Amendment: Backgrounds and Prospects.
17p. 1mf. L1 ED 297 578

Achievement Need
Individual Differences in Achievement Orientation and Use of Classroom Feedback.
18p. 1mf. L1 ED 298 156

Achievement Tests
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806
Grade 6 Achievement Test: English Language Arts. Part A: Composition.
12p. 1mf. L1 ED 297 352
Grade 6 Achievement Test: English Language Arts. Part B: Reading (Multiple Choice).
23p. 1mf. L1 ED 297 353
Guidelines on the Uses of College Board Test Scores and Related Data.
17p. 1mf. L1 ED 297 618
Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928
Nuclear Energy Assessment Battery. Form C.

12p. 1mf. L1 ED 297 931
Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.
43p. 1mf. L1 ED 298 145

Acquired Immune Deficiency Syndrome
AIDS Victims and Heterosexual Attitudes.
23p. 1mf. L1 ED 298 153
Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.
147p. 2mf. L1 ED 297 829
Evaluation Report on an Educational Teletext Programme about AIDS.
9p. 1mf. L1 ED 298 159
Guidelines for Effective School Health Education To Prevent the Spread of AIDS.
17p. 1mf. L1 ED 298 114
Victims of AIDS: Family, Society, Cost and Outlook.
21p. 1mf. L1 ED 297 088

Acting
Understanding the Employment of Actors. Research Division Report #3.
37p. 1mf. L1 ED 298 068

Activity Units
National Audubon Society Specials. Teacher's Guide I.
38p. 1mf. L2 ED 297 944

Adaptive Behavior (of Disabled)
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523
Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).
169p. 2mf. L2 ED 297 540
Psychometric Characteristics of the Child Development Rating Scales.
12p. 1mf. L1 ED 297 509
Vocational & Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study. Final Report.
51p. 1mf. L1 ED 297 539

Adaptive Testing
Computerized Adaptive Testing: The State of the Art in Assessment at Three Community Colleges.
46p. 1mf. L2 ED 297 799
Evaluation of an Assessment and Placement System for Entry-Level Courses.
38p. 1mf. L1 ED 297 830
Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.
13p. 1mf. L1 ED 298 170

Addition

Understanding Fraction Addition.
27p. 1mf. L1 ED 297 937

Adjustment (to Environment)
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
171p. 2mf. L2 ED 297 232
Children and Stress: Indications, Implications and Interventions.
22p. 1mf. L1 ED 297 207
Orientation to Teaching in Two Rural Schools.
24p. 1mf. L1 ED 297 898

Administration
Juvenile Justice: Grant to the National Partnership To Prevent Drug and Alcohol Abuse. Briefing Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
41p. 1mf. L1 ED 297 235

Administrative Organization
Task Force on Organization, Coordination and Staffing. Final Report.
171p. 2mf. L1 ED 297 731

Administrative Policy
Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.
147p. 2mf. L1 ED 297 829
Management of Chronic Infectious Diseases in School Children.
29p. 1mf. L1 ED 297 493
U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.
98p. 2mf. L1 ED 298 192

Administrative Principles
Towards Research-Driven and Research-Based Postgraduate Curricula for Educational Administrators.
22p. 1mf. L1 ED 297 446

Administrator Attitudes
Academic Tribes. Second Edition.
185p. mf. L3 ED 297 632
Addressing the "At-Risk" Challenge in the Nonurban Setting.
14p. 1mf. L1 ED 297 910
Examination of the Perceptions of Academic Freedom of Dowling College Faculty Members and Administrators in General. The Emergence of Higher Education in America.
105p. 2mf. L1 ED 297 672
National Survey in Regard to HR 5.
64p. 1mf. L1 ED 298 187
Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
5p. 1mf. L1 ED 297 095
Practice of Institutional Research: Perception vs. Reality.

45p. 1mf. L1 ED 297 631

Administrator Characteristics

Development of a Questionnaire for Asssessing Principal Change Facilitator Style.

27p. 1mf. L1 ED 297 463

Directing Freshman English: Who Really Has Control?

26p. 1mf. L1 ED 297 344

Role of the Modern English Department Chair.

22p. 1mf. L1 ED 297 346

Administrator Education

Chief School Business Officer Certification in California: An Idea Whose Time Has Come?

25p. 1mf. L1 ED 297 445

Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.

55p. 1mf. L1 ED 297 414

Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.

40p. 1mf. L1 ED 297 436

Role of Mentors in Preparing Future Principals.

35p. 1mf. L1 ED 297 419

School Leadership Preparation: A Preface for Action.

24p. 1mf. L1 ED 298 093

Towards Research-Driven and Research-Based Postgraduate Curricula for Educational Administrators.

22p. 1mf. L1 ED 297 446

Administrator Effectiveness

Comparing Actual and Desired Tasks in the School Principalship.

15p. 1mf. L1 ED 297 448

Development of a Questionnaire for Asssessing Principal Change Facilitator Style.

27p. 1mf. L1 ED 297 463

Principal: Gatekeeper of Change.

38p. 1mf. L1 ED 297 472

Some Popular Assertions about School Administration: Are They Myths or Realities? ERS Concerns in Education.

32p. mf. L3 ED 297 473

Administrator Evaluation

AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.

19p. 1mf. L1 ED 297 416

Recruiting and Selecting Principals. ERIC Digest Series Number EA27.

4p. 1mf. L1 ED 297 481

U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.

98p. 2mf. L1 ED 298 192

Administrator Guides

COPA Handbook.

144p. 2mf. L2 ED 297 685

Administrator Qualifications

Needs Assessment for Administrator Training--As If You Were Serious!

20p. 1mf. L1 ED 297 464

Recruiting and Selecting Principals. ERIC Digest Series Number EA27.

4p. 1mf. L1 ED 297 481

School Leadership Preparation: A Preface for Action.

24p. 1mf. L1 ED 298 093

Survey of Business Preferences for College Grads.

27p. 1mf. L1 ED 297 407

Administrator Role

Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.

56p. 1mf. L1 ED 297 474

AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.

19p. 1mf. L1 ED 297 416

Analytical Description of the School Principal's Job. Report No. 13

135p. 2mf. L1 ED 297 418

Comparing Actual and Desired Tasks in the School Principalship.

15p. 1mf. L1 ED 297 448

Developing a Community Based Model for Involvement in the Elementary School.

215p. 3mf. L1 ED 297 866

Role of the Modern English Department Chair.

22p. 1mf. L1 ED 297 346

Administrator Selection

Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.

27p. 1mf. L1 ED 297 455

Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.

40p. 1mf. L1 ED 297 436

Recruiting and Selecting a Superintendent.

60p. 1mf. L2 ED 297 468

Recruiting and Selecting Principals. ERIC Digest Series Number EA27.

4p. 1mf. L1 ED 297 481

Administrators

Barriers and Biases toward Women: Impediments to Administrative Progression.

13p. 1mf. L1 ED 297 669

Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.

40p. 1mf. L1 ED 297 227

Demographic Study and Projection: Faculty and Professional Staff,

State Technical Colleges.
74p. 1mf. L1 ED 297 840
Search Procedures for Senior Library Administrators. SPEC Kit 143.
111p. 2mf. L2 ED 297 736
Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.
42p. 1mf. L1 ED 297 226

Admission Criteria
Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1986 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988. Report 88-11.
14p. 1mf. L1 ED 297 659
Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Micronesian Region.
18p. 1mf. L1 ED 297 586

Admissions Counseling
Counseling: A Facet of Excellence.
22p. 1mf. L1 ED 297 209

Adolescent Development
Comics to Classics: A Parent's Guide to Books for Teens and Preteens.
131p. 2mf. L1 ED 297 277

Adolescent Literature
Comics to Classics: A Parent's Guide to Books for Teens and Preteens.
131p. 2mf. L1 ED 297 277

Adolescent Suicide
Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
56p. 1mf. L1 ED 297 474
Hearing on H.R. 457, the Youth Suicide Prevention Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
72p. 1mf. L1 ED 297 248
Songs of Despair: A Case Study of Adolescent Suicide.
24p. 1mf. L1 ED 297 245

Adolescents
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
171p. 2mf. L2 ED 297 232
Communities and Adolescents: An Exploration of Reciprocal Supports.
98p. 2mf. L1 ED 297 201
Competition and Cohesion in Sibling Relations during the Adaptation to Remarriage.
27p. 1mf. L1 ED 297 256

Coping with Remarriage: The First Two Years.
10p. 1mf. L1 ED 297 253

Individual and Situational Factors in Adolescent Coping.
19p. 1mf. L1 ED 297 229

Influence of Parental Challenge and Support on Adolescents' Academic Achievement.
8p. 1mf. L1 ED 297 224

Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.
22p. 1mf. L1 ED 297 255

Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.
18p. 1mf. L1 ED 297 724

Parent-Child Interaction and Adolescents' Future Orientation: The Effects of Age and Sex.
9p. 1mf. L1 ED 297 849

Parenting Adolescent Children in Nondivorced, Divorced, and Remarried Families.
33p. 1mf. L1 ED 297 254

Perceived Closeness and Parent-Child Relations in Families of Seventh-Graders.
8p. 1mf. L1 ED 297 845

Personality Changes of American Teenage Participants in a Japanese Youth Exchange.
180p. 2mf. L1 ED 297 199

Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.
34p. 1mf. L1 ED 297 257

Survey of Language Services to Adolescents in Oregon Public Schools.
27p. 1mf. L1 ED 297 496

Teen-Age Pregnancy Legislation in the States.
18p. 1mf. L2 ED 297 844

Adoption (Ideas)

Teachers' Adoption of Multimedia Technologies for Science and Mathematics Instruction. Technical Report No. 40.
28p. 1mf. L2 ED 297 708

Adult Basic Education

Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
34p. 1mf. L1 ED 297 089

Guidelines: Writing for Adults with Limited Reading Skills.
25p. 1mf. L1 ED 297 192

Literacy Program. National Issues Forums Special Report.
9p. 1mf. L1 ED 297 091

Power Approach to Writing.
471p. 5mf. L2 ED 297 151

Theory and Practice in Teaching ESL/ABE.
17p. 1mf. L1 ED 297 588

Washington State Adult Refugee Project. ESL Master Plan (Revised). Guidelines for Institutional Curricula for Refugees.
56p. 1mf. L1 ED 298 230

Adult Education

Report on Studies in the History of Adult Education in Sweden .
15p. 1mf. L1 ED 297 108

Adult Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
23p. 1mf. L1 ED 297 113

Adult Learners: Needs, Problems, Disabilities, Development and Solutions. Bibliographical Review 1978-1987.
46p. 1mf. L1 ED 297 099

Back to the Future: A Study of Short-Term Adult Residential Education.
45p. 1mf. L1 ED 297 135

Berlin's Adult Education Centres (Volkshochschulen) from 1945 to 1960.
7p. 1mf. L1 ED 297 105

Comment preparer des materiaux destines aux nouveaux lecteurs (How To Prepare Materials Intended for New Readers).
74p. 1mf. L1 ED 297 271

History: Its Place in the Study of Adult Education.
19p. 1mf. L1 ED 297 103

Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146

Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
5p. 1mf. L1 ED 297 095

Pedagogical Ideas in Popular Adult Education.
6p. 1mf. L1 ED 297 101

Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.
17p. 1mf. L1 ED 297 102

Present Issues and Interests on the Study of the History of Adult Education in Japan.
11p. 1mf. L1 ED 297 106

Research Advances in Aging 1984-1986.
48p. 1mf. L1 ED 297 120

Status of Adult Education Historical Research in the United States.
8p. 1mf. L1 ED 297 107

What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?
17p. 1mf. L1 ED 297 109

Adult Educators
Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.
57p. 1mf. L1 ED 297 100
History: Its Place in the Study of Adult Education.
19p. 1mf. L1 ED 297 103
Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.
17p. 1mf. L1 ED 297 102
Status of Adult Education Historical Research in the United States.
8p. 1mf. L1 ED 297 107

Adult Learning
Adult Learners: Needs, Problems, Disabilities, Development and Solutions. Bibliographical Review 1978-1987.
46p. 1mf. L1 ED 297 099

Adult Literacy
Adult Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
23p. 1mf. L1 ED 297 113
Literacy Program. National Issues Forums Special Report.
9p. 1mf. L1 ED 297 091
Measuring the Costs of Illiteracy in Canada.
55p. 1mf. L1 ED 297 152
National Adult Literacy Policy: A Proposal from the Working Group on Adult Literacy.
13p. 1mf. L1 ED 297 312

Adult Programs
Adult Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
23p. 1mf. L1 ED 297 113
Back to the Future: A Study of Short-Term Adult Residential Education.
45p. 1mf. L1 ED 297 135

Adult Reading Programs
Comment preparer des materiaux destines aux nouveaux lecteurs (How To Prepare Materials Intended for New Readers).
74p. 1mf. L1 ED 297 271
Dyslexia and the College Student.
24p. 1mf. L1 ED 297 313

Adult Students
Adult Learners: Needs, Problems, Disabilities, Development and Solutions. Bibliographical Review 1978-1987.

46p. 1mf. L1 ED 297 099
Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
34p. 1mf. L1 ED 297 089
Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).
593p. 7mf. L1 ED 297 647

Advanced Courses
Teacher's Guide to Advanced Placement Courses in Biology.
96p. mf. L3 ED 297 929

Advanced Placement Programs
Teacher's Guide to Advanced Placement Courses in Biology.
96p. mf. L3 ED 297 929

Advertising
"Don't Hate Me Because I'm Beautiful": A Commercial in Context.
14p. 1mf. L1 ED 297 376
Figure/Ground Anomalies in Commercial Television: A Diagnostic Study.
29p. 1mf. L1 ED 297 412
Frontier of Research in the Consumer Interest. Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).
874p. 10mf. L2 ED 297 136
Peering into the Future of Advertising.
16p. 1mf. L1 ED 297 383
Role Play: More than Make-Believe.
138p. 2mf. L1 ED 297 786

Advertising Effectiveness
Studying Photographic Advertising Illustrations and Their Effects.
30p. 1mf. L1 ED 297 403

Advisory Committees
Advisory Committee and Its Role in Program Planning at the Community College.
23p. 1mf. L1 ED 297 793
Guidelines for the Development, Implementation and Operation of School Vocational Education Councils.
34p. 1mf. L1 ED 297 130
Handbook for Vocational Advisory Committees. Revised. Voc. Ed. #170.
33p. 1mf. L1 ED 297 096
Partnership Initiatives Involving Vocational Technical Education in Minnesota.
48p. 1mf. L1 ED 297 175
State Technical Committees. State of the Art. A Report on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984.
95p. 1mf. L2 ED 297 168

Advocacy

Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.
118p. 2mf. L1 ED 297 486

Aerospace Technology
Nuclear Power in Space.
33p. 1mf. L1 ED 297 953

Affective Objectives
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107

Affirmative Action
Minority Representation: Efforts of the Alcohol, Drug Abuse, and Mental Health Administration. Report to the Honorable Daniel K. Inouye, U. S. Senate.
32p. 1mf. L1 ED 297 234

Urban Community College Attempts To Assure Student Achievement: Creative Minority Initiatives.
21p. 1mf. L1 ED 297 792

Women in the Work Force: Supreme Court Issues. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.
122p. 2mf. L1 ED 298 036

Africa
Developing African Secondary School Libraries. A Manual.
87p. 1mf. L1 ED 297 781

Africa (South)
Key Issues in Library and Information Science for Southern Africa: A Handbook for Library and Information Specialists.
155p. 2mf. L1 ED 297 741

Literacy for Revitalization in the SADCC Countries of Southern Africa.
19p. 1mf. L1 ED 297 304

African Languages
Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

AFT Contracts
Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.
39p. 1mf. L1 ED 297 834

Age Differences
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888

Agencies
Research Applications of a Computerized Child Development Management Information Data Base.

8p. 1mf. L1 ED 297 864

Agency Cooperation

Evolution of the Compensatory Education Program.
26p. 1mf. L1 ED 298 202

More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
100p. 2mf. L1 ED 297 117

Agency Role

Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).
152p. 2mf. L1 ED 297 890

State Arts Agencies in 1974: All Present and Accounted For. Research Division Report #8.
161p. 2mf. L1 ED 298 071

Agenda Setting

What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
29p. 1mf. L1 ED 297 323

Aggression

How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.
27p. 1mf. L1 ED 297 518

Aging (Individuals)

Coming of Age on Television.
10p. 1mf. L1 ED 297 719

Research Advances in Aging 1984-1986.
48p. 1mf. L1 ED 297 120

Agricultural Change

Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
14p. 1mf. L1 ED 297 895

Agricultural Education

International Cooperation in Human Resource Development.
16p. 1mf. L1 ED 297 726

Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1986-1987.
156p. 2mf. L1 ED 297 162

Agricultural Laborers

Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.
32p. 1mf. L1 ED 297 923

Agricultural Occupations

Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.

5p. 1mf. L1 ED 297 186

Agricultural Production

Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185

Generic Certificates. Agricultural Economic Report Number 594.
24p. 1mf. L1 ED 297 183

How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
27p. 1mf. L1 ED 297 179

Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
14p. 1mf. L1 ED 297 895

Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).
180p. 2mf. L1 ED 297 181

Agricultural Safety

Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.
32p. 1mf. L1 ED 297 923

Agricultural Work Force Survey

Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.
5p. 1mf. L1 ED 297 186

Agriculture

Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185

Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
27p. 1mf. L1 ED 297 184

Public Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.
31p. 1mf. L1 ED 297 916

Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.
13p. 1mf. L1 ED 297 180

Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
14p. 1mf. L1 ED 297 895

Aguilar v Felton

Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207

Impact of the Felton Decision; Chapter 1 Services in One Archdiocese.

31p. 1mf. L1 ED 297 264

Aid to Families with Dependent Children
Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.
27p. 1mf. L1 ED 298 191

Alabama Public Library Service
Alabama Public Library Service, 1987 Annual Report.
22p. 1mf. L1 ED 297 763

Alaska
Community Schools in Alaska: FY 87 Report.
31p. 1mf. L1 ED 297 907
Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
21p. 1mf. L1 ED 297 860
Library Programs; Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1987. LSCA Title IV.
56p. 1mf. L1 ED 297 767
Managing Alaska's Information Systems: A Participant-Observer Study.
47p. 1mf. L1 ED 297 757

Alaska Native Claims Settlement Act 1972
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Alaska Natives
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Alberta
Grade 12 Diploma Examination: Biology 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Biologie 30. Juin 1988.
75p. 1mf. L1 ED 297 958
Grade 12 Diploma Examination: Chemistry 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Chimie 30. Juin 1988.
53p. 1mf. L1 ED 297 959
Grade 12 Diploma Examination: Physics 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Physique 30. Juin 1988.
59p. 1mf. L1 ED 297 960
Grade 12 Diploma Examination: Social Studies 30.
34p. 1mf. L1 ED 298 065

Alberta (Calgary)
Partnership Program Evaluation Study, Calgary Board of Education.
174p. 2mf. L1 ED 297 141

Alcohol Abuse
Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
15p. 1mf. L1 ED 297 661

Alcohol Education

Enhancing the Attractiveness of Alcohol Education Via a Microcomputer Program.
18p. 1mf. L1 ED 297 208

Alcoholism

Comparison of Male and Female Addicts and Non-Addicts on the Tennessee Self Concept Scale.
25p. 1mf. L1 ED 297 197

Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.
13p. 1mf. L1 ED 297 225

Algorithms

How To Convert Units of Length from the Customary System to the Metric System and Back.
16p. 1mf. L1 ED 297 957

Allied Health Occupations

Literature of Allied Health. Second Edition.
53p. 1mf. L1 ED 297 774

Allied Health Occupations Education

Development of Critical Thinking: Career Ladder P.N. and A.D. Nursing Students, Pre-Health Science Freshmen, Generic Baccalaureate Sophomore Nursing Students.
45p. 1mf. L1 ED 297 153

Financial Aid for Minorities in Health Fields.
60p. 1mf. L2 ED 297 628

Interactive Laser Video Disc. Health Occupations Education.
31p. 1mf. L1 ED 297 164

Needs Assessment of the Medical Laboratory Technology Students at New York City Technical College.
47p. 1mf. L1 ED 297 145

Occupational Training Provided by the Military--A Viable Option.
27p. 1mf. L1 ED 297 129

Research Advances in Aging 1984-1986.
48p. 1mf. L1 ED 297 120

Alternative Teacher Certification

Alternatives to Certification. Issue Paper #8602. Revised.
8p. 1mf. L1 ED 298 116

Alzheimers Disease

Alzheimer's Disease. LC Science Tracer Bullet 87-2.
12p. 1mf. L1 ED 297 213

American Indian Culture

Hands on Science.
7p. 1mf. L1 ED 297 917

Learning Styles and Native Americans.
22p. 1mf. L1 ED 297 906

American Indian Education

Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.

110p. 2mf. L1 ED 297 927
Characteristics of Successful Indian Students: Research and Development Program for Indian Education.
15p. 1mf. L1 ED 297 909
Chemawa Indian School: A Strong Spirit of Growth.
21p. 1mf. L1 ED 297 894
Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
194p. 3mf. L1 ED 297 924
Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
274p. 3mf. L1 ED 297 925
Indian Education: Focus on Past, Present & Future. The 13th Annual Report to the Congress of the United States. Fiscal Year 1986.
44p. 1mf. L1 ED 297 901
Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928
Library Programs; Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1987. LSCA Title IV.
56p. 1mf. L1 ED 297 767
Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft.
294p. 4mf. L1 ED 297 899

American Indian Reservations

Arizona Commission of Indian Affairs 1986-87 Annual Report.
26p. 1mf. L1 ED 297 913

American Indians

Arizona Commission of Indian Affairs 1986-87 Annual Report.
26p. 1mf. L1 ED 297 913
Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
11p. 1mf. L1 ED 297 921
Using Traditional Teaching To Expand Language Development and Critical Thinking.
18p. 1mf. L1 ED 298 092
Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.
67p. 1mf. L1 ED 297 920

American Studies

International Approach: Learning English through Content Area Study.

116p. 2mf. L1 ED 297 608

Analogical Reasoning
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888
Observed Methods for Generating Analogies in Scientific Problem Solving. Revised.
40p. 1mf. L1 ED 297 992

Analogy
Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Ancient History
Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.
37p. 1mf. L1 ED 298 019

Andragogy
Theory and Practice in Teaching ESL/ABE.
17p. 1mf. L1 ED 297 588

Androgyny
Gender Trait Stereotypes: A Comparison of 1978 and 1986.
21p. 1mf. L1 ED 297 217
Masculinity and Femininity: A Bipolar Construct and Independent Constructs.
39p. 1mf. L1 ED 298 143

Animation
Surface Description and Motion Control for Animated Three Dimensional Computer Generated Characters.
65p. 1mf. L1 ED 297 704

Annotated Bibliographies
Russian Literature: A Guide to Reference Sources.
27p. 1mf. L1 ED 297 596
Teaching for Thinking: An Annotated Resource List. No. 9605. Linking R&D to Practice.
11p. 1mf. L2 ED 297 295

Annual Reports
Indian Education: Focus on Past, Present & Future. The 13th Annual Report to the Congress of the United States. Fiscal Year 1986.
44p. 1mf. L1 ED 297 901

Anorexia Nervosa
Mom and Dad Return to a Commuter Campus: A Program for Re-Parenting of Eating Disordered Females.
20p. 1mf. L1 ED 297 221

Antisocial Behavior
Early Peer Relations: Developmental Significance and Prognostic Implications.
23p. 1mf. L1 ED 297 885

Anxiety

Death Anxiety and Religiosity among an Older Adult Population.
20p. 1mf. L1 ED 297 222

Apathy

Student Apathy: The Protection of Self-Worth. What Research Says to the Teacher.
36p. 1mf. L2 ED 297 198

Applied Linguistics

Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

Apprenticeships

National Apprenticeship Program. Revised.
23p. 1mf. L1 ED 297 122

Participation of Handicapped in Apprenticeship: The State-of-the-Art.
89p. 1mf. L1 ED 297 176

Archetypes

Political Myth and Social Action: John C. Calhoun's Defense of Nullification.
33p. 1mf. L1 ED 297 409

Architectural Education

Student Assessment in Architecture Schools.
10p. 1mf. L1 ED 297 671

Archives

Report on Studies in the History of Adult Education in Sweden .
15p. 1mf. L1 ED 297 108

Arithmetic

Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985

Arizona

Arizona Labor Market Information (LMI) Directory.
22p. 1mf. L1 ED 297 118

Arizona Commission of Indian Affairs

Arizona Commission of Indian Affairs 1986-87 Annual Report.
26p. 1mf. L1 ED 297 913

Arizona State University

International Teaching Assistant Training Seminar at Arizona State University.
9p. 1mf. L1 ED 297 605

Art

Role of Discipline-Based Art Education in America's Schools.
47p. 1mf. L1 ED 298 034

State Arts Agencies in 1974: All Present and Accounted For. Research Division Report #8.
161p. 2mf. L1 ED 298 071

Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028

Art Activities

Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070
Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
39p. 1mf. L2 ED 297 709
Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.
69p. 1mf. L1 ED 298 023
Role of Discipline-Based Art Education in America's Schools.
47p. 1mf. L1 ED 298 034
Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028

Art Education
Preservice Challenge: Discipline-Based Art Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utah, August 8-15, 1987).
233p. 3mf. L1 ED 298 077
Role of Discipline-Based Art Education in America's Schools.
47p. 1mf. L1 ED 298 034

Articulation (Education)
Credit Transfer: Guidelines for Student Transfer and Articulation among Missouri Colleges and Universities.
18p. 1mf. L1 ED 297 677

Artificial Intelligence
Artificial Intelligence.
41p. 1mf. L1 ED 297 691
Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.
14p. 1mf. L1 ED 298 180

Artists
Artists in the Workforce, 1950 to 1985.
276p. 3mf. L1 ED 298 027
Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.
235p. 3mf. L1 ED 298 024
Where Artists Live: 1970. Research Division Report #5.
83p. 1mf. L1 ED 298 069
Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028

Asia
Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.
78p. 1mf. L2 ED 298 031

Asia Pacific Region
Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.

140p. 2mf. L1 ED 297 721
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II.
297p. 4mf. L1 ED 297 433
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.
280p. 3mf. L1 ED 297 432

Asian Americans
Attainment Status of Asian Americans in Higher Education.
32p. 1mf. L1 ED 297 635

Aspiration
Southern College Women and "The Feminine Mystique."
34p. 1mf. L1 ED 297 642

Assistive Devices (for Disabled)
Accessible Computers from the Box.
15p. 1mf. L2 ED 297 545
Commonly Asked Questions: Computers. Revised.
7p. 1mf. L1 ED 297 501
Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546
Toy Modification Note. Revised.
30p. 1mf. L1 ED 297 498

Associate Degrees
Associate Degree Nursing Program: Program Evaluation Report 88-4.
32p. 1mf. L1 ED 297 828

Association Magazines
Service Journalism in the Association Magazine: A Case Study of the "Angus Journal."
26p. 1mf. L1 ED 297 321

Association of California School Administra
Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.
55p. 1mf. L1 ED 297 414

Athletics
Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!
120p. mf. L3 ED 298 124
E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.
37p. 1mf. L1 ED 298 195

Attachment Behavior
Social Development of the Young Child: Two Theories, Two Stories.
10p. 1mf. L1 ED 297 875

Attendance
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
20p. 1mf. L1 ED 297 853
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.
29p. 1mf. L1 ED 297 854
Standardizing School Dropout Measures. CPRE Research Report Series.

33p. 1mf. L1 ED 298 184

Attendance Improvement Plan

Effective Dropout Prevention: The Case for Schoolwide Reform.
77p. 1mf. L1 ED 298 225

Attendance Patterns

Coping with Student Absenteeism.
14p. 1mf. L2 ED 297 451

Attendants

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Attention Span

School Dropouts: Policy Prospects. Policy Issues.
26p. 1mf. L1 ED 297 423

Attitude Change

Effect of Persuasion on Nuclear Attitudes of Secondary School Students.
22p. 1mf. L1 ED 297 932

Parent-Child Interaction and Adolescents' Future Orientation: The Effects of Age and Sex.
9p. 1mf. L1 ED 297 849

Working with Gay and Lesbian Students.
5p. 1mf. L1 ED 297 622

Attitude Measures

Addressing the "At-Risk" Challenge in the Nonurban Setting.
14p. 1mf. L1 ED 297 910

AIDS Victims and Heterosexual Attitudes.
23p. 1mf. L1 ED 298 153

Images of Science: Factors Affecting the Choice of Science as a Career.
96p. 1mf. L1 ED 297 961

Nuclear Energy Assessment Battery. Form C.
12p. 1mf. L1 ED 297 931

Relative Effects of Microteaching and Field Experience on Preservice Teachers.
18p. 1mf. L1 ED 297 962

Attitudes

Health Status, Personal Definition of Health, and Health Behavior Choice in the Elderly.
58p. 1mf. L1 ED 297 212

Attribution Theory

Relationships between Counselor Attribution and Intervention

Choice.
16p. 1mf. L1 ED 297 203

Audience Response
Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military Assistance to Iran and Nicaraguan Opposition: A Fantasy Theme Analysis.
25p. 1mf. L1 ED 297 395

Audio Equipment
Training of Teachers in the Instructional Use of Technology.
94p. 1mf. L1 ED 297 694

Audiology
Developmental-Interaction Curriculum: An Approach to Training.
49p. 1mf. L1 ED 297 526
Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report.
141p. 2mf. L1 ED 297 525

Augmentative Communication Systems
Alternative and Augmentative Communication Bibliography. Revised.
72p. 1mf. L1 ED 297 499
Commonly Asked Questions: Communication Techniques and Aids. Revised.
6p. 1mf. L1 ED 297 500
Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.
403p. 5mf. L1 ED 297 504
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505
Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.
29p. 1mf. L1 ED 297 502

Austin Independent School District TX
Effects of Various Middle-Grade Configurations.
15p. 1mf. L1 ED 297 417

Australia
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
171p. 2mf. L2 ED 297 232
Australian Literature in the Primary Classroom.
93p. 1mf. L1 ED 297 372
High Technology in Australia: Rhetoric or Reality?
12p. 1mf. L1 ED 297 713
Homelessness: An Annotated Bibliography of Australian Research.
174p. 2mf. L2 ED 297 231
(Continued)

Physics Problem Solving: Student Performance Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.
209p. 3mf. L1 ED 297 974

Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748

Writing for Life.
131p. 2mf. L1 ED 297 373

Australia (Queensland)

Orientation to Teaching in Two Rural Schools.
24p. 1mf. L1 ED 297 898

Australian Literature

Australian Literature in the Primary Classroom.
93p. 1mf. L1 ED 297 372

Author Text Relationship

Discovery of the Self through the Writing Process: Autobiography as a Heuristic of Identity.
16p. 1mf. L1 ED 297 362

Authoritarianism

In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.
14p. 1mf. L1 ED 297 250

Autism

Development of Language Behavior in an Autistic Child.
16p. 1mf. L1 ED 297 543

Increasing Verbal Behavior in an Autistic Child.
9p. 1mf. L1 ED 297 544

Autobiographies

Discovery of the Self through the Writing Process: Autobiography as a Heuristic of Identity.
16p. 1mf. L1 ED 297 362

Awards

Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge and Earn the Presidential Fitness Award.
45p. 1mf. L1 ED 298 125

Bands (Music)

"The Last Waltz": Variations on a Theme.
15p. 1mf. L1 ED 297 413

Banking

Human Resources and Corporate Strategy. Technological Change in

Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.
92p. 1mf. L2 ED 297 139

Basic Skills

Basic Skills--Mathematics. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
53p. 1mf. L1 ED 298 001

Basic Skills-Multi Disciplinary. Proved Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
50p. 1mf. L1 ED 297 892

Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
110p. 2mf. L1 ED 297 159

Dynamics of Secondary Vocational Classrooms.
519p. 6mf. L1 ED 297 090

GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

High School Preparation for Employment.
163p. 2mf. L1 ED 297 158

How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 555

National Standards: Oral and Written Communications.
17p. 1mf. L1 ED 297 351

Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132

Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
35p. 1mf. L1 ED 297 149

What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

Basic Vocabulary

Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888

Basic Writers

Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.
22p. 1mf. L1 ED 297 332

Basic Writing

Language-for-Special-Purposes Theory and Basic Writing.
23p. 1mf. L1 ED 297 340

Beginning Reading

Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.
275p. 3mf. L2 ED 297 267

Facts and Fads in Beginning Reading: A Cross-Language Perspective.
224p. mf. L3 ED 297 299

Beginning Teacher Induction

Arizona Teacher Residency Project.
16p. 1mf. L1 ED 298 105

Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.
52p. 1mf. L1 ED 298 117

Report to the Legislature on the Teacher Assistance Program. (Chapter 507, Laws of 1987).
40p. 1mf. L1 ED 298 104

Beginning Teachers

Arizona Teacher Residency Project.
16p. 1mf. L1 ED 298 105

Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.
52p. 1mf. L1 ED 298 117

Development of Expertise in Pedagogy.
35p. 1mf. L1 ED 298 122

Report to the Legislature on the Teacher Assistance Program. (Chapter 507, Laws of 1987).
40p. 1mf. L1 ED 298 104

Behavior Change

Development of Language Behavior in an Autistic Child.
16p. 1mf. L1 ED 297 543

Effects of Systematic Desensitization in the Alleviation of Communication Apprehension.
17p. 1mf. L1 ED 297 399

Increasing Verbal Behavior in an Autistic Child.
9p. 1mf. L1 ED 297 544

Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211

Behavior Disorders

Comparison of Male and Female Addicts and Non-Addicts on the Tennessee Self Concept Scale.
25p. 1mf. L1 ED 297 197

Behavior Management

Teaching Group Participation Skills to the Learning Disabled: A Key to Effective Mainstreaming.
17p. 1mf. L1 ED 297 511

Behavior Modification

CDCC's Teacher Bursaries Scheme: European Teachers' Seminar on "Bullying in Schools" (Stavanger, Norway, August 2-7, 1987).

51p. 1mf. L1 ED 297 202

Development of Language Behavior in an Autistic Child.
16p. 1mf. L1 ED 297 543

Increasing Verbal Behavior in an Autistic Child.
9p. 1mf. L1 ED 297 544

Behavior Problems

CDCC's Teacher Bursaries Scheme: European Teachers' Seminar on "Bullying in Schools" (Stavanger, Norway, August 2-7, 1987).
51p. 1mf. L1 ED 297 202

How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.
27p. 1mf. L1 ED 297 518

Behavior Rating Scales

Leisure and Recreation Behavior Evaluation.
8p. 1mf. L1 ED 297 490

Psychometric Characteristics of the Child Development Rating Scales.
12p. 1mf. L1 ED 297 509

Behavioral Objectives

Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.
30p. 1mf. L1 ED 298 142

Reading Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
34p. 1mf. L1 ED 298 163

Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 161

Washington State Adult Refugee Project. ESL Master Plan (Revised). Guidelines for Institutional Curricula for Refugees.
56p. 1mf. L1 ED 298 230

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
33p. 1mf. L1 ED 298 160

Writing Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
31p. 1mf. L1 ED 298 162

Behavioral Science Research

Behavioral and Social Science: Fifty Years of Discovery.
306p. 4mf. L2 ED 298 055

Behavioral Sciences

Behavioral and Social Science: Fifty Years of Discovery.
306p. 4mf. L2 ED 298 055

Belgium

Development of a Questionnaire for Assessing Principal Change Facilitator Style.

27p. 1mf. L1 ED 297 463
Development of Renewed Secondary Education in Belgium.
28p. 1mf. L1 ED 297 457

Belongingness
Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.
13p. 1mf. L1 ED 297 225

Bergen Community College NJ
General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987.
47p. 1mf. L1 ED 297 789

Berthoff (Ann)
Audits of Meaning: A Festschrift in Honor of Ann E. Berthoff.
264p. mf. L3 ED 297 366

Bies
Who Speaks for Wolf? Not Project WILD.
19p. 1mf. L1 ED 297 903

Bibliographic Utilities
Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771
New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770
OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
39p. 1mf. L1 ED 297 776

Bibliometrics
Reisebericht London: Interner Workshop: "Knowledge Based Systems in Information Science" (London Travel Report: Internal Workshop: "Knowledge Based Systems in Information Science").
25p. 1mf. L1 ED 297 734

Bids
Comparison of State Methods of Purchasing School Bus Bodies. Monographs in Education No. 6.
62p. 1mf. L1 ED 297 460
Library Signage: Doing It Right.
27p. 1mf. L1 ED 297 755

Bilingual Education
Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.
145p. 2mf. L1 ED 297 564
Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
34p. 1mf. L1 ED 297 561
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).
195p. 3mf. L1 ED 298 047
Shaping the Future: Teaching Our Youngest Students. Research Brief

$2.
9p. 1mf. L1 ED 297 847
Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567
Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560
Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563
Verification of Bilingual Instructional Features.
185p. 2mf. L1 ED 297 565

Bilingual Education Programs

Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.
275p. 3mf. L2 ED 297 267
Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Micronesian Region.
18p. 1mf. L1 ED 297 586
Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?
13p. 1mf. L1 ED 298 168
Significant Bilingual Instructional Features Study. Executive Summary.
24p. 1mf. L1 ED 297 562
Site and Sample Descriptions. SBIF Study: Part II.
114p. 2mf. L1 ED 297 566
State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.
50p. 1mf. L1 ED 298 223
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report 1987-88.
41p. 1mf. L1 ED 298 233
Two-Way Bilingual Programs: Implementation of an Educational Innovation.
20p. 1mf. L1 ED 297 568
Two-Way Bilingual Programs: Language-Learning-as-Resource.
21p. 1mf. L1 ED 297 602

Bilingualism

Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.
275p. 3mf. L2 ED 297 267
Paradigmatic Errors in First Language Attrition.
13p. 1mf. L1 ED 297 569

Biliteracy

Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.

275p. 3mf. L2 ED 297 267

Bill of Rights

Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

Biographies

Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012

Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011

Biological Sciences

Occupationally Related Science. Draft Curriculum 1986-87.
114p. 2mf. L1 ED 297 975

Biology

Grade 12 Diploma Examination: Biology 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Biologie 30. Juin 1988.
75p. 1mf. L1 ED 297 958

Is the Final Grade in College Biology a True Measure of Student Knowledge?
13p. 1mf. L1 ED 297 936

Teacher's Guide to Advanced Placement Courses in Biology.
96p. mf. L3 ED 297 929

Biomedicine

Neutrophilia and an Anti-Inflammatory Drug as Markers of Inflammation in Delayed Muscle Soreness.
23p. 1mf. L1 ED 298 086

Research Advances in Aging 1984-1986.
48p. 1mf. L1 ED 297 120

Black Education

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicago, Illinois, October 29-30, 1976).
159p. 2mf. L1 ED 298 041

Black History

Addendum to Richard D. Altick's Chapter Six on Libraries in "The Art of Literary Research."
12p. 1mf. L1 ED 297 728

Black Leadership

Dr. Martin Luther King, Jr. Washington State Resource Guide.
99p. 2mf. L1 ED 298 231

Martin Luther King, Jr. Teacher's Resource Manual.
67p. 1mf. L1 ED 298 063

Black Literature

Addendum to Richard D. Altick's Chapter Six on Libraries in "The Art of Literary Research."
12p. 1mf. L1 ED 297 728

Black Students

Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188

Low Achieving Schools Assessment. Year Two Bronson Settlement.
79p. 1mf. L1 ED 298 183

Black Teachers

Improving Teacher Certification Examination Scores of Minority Candidates: Results of an Intervention Program.
17p. 1mf. L1 ED 298 176

Blacks

Addendum to Richard D. Altick's Chapter Six on Libraries in "The Art of Literary Research."
12p. 1mf. L1 ED 297 728

Four-Year-Old Movement: Motivations, Outcomes and a Few Unanswered Questions.
6p. 1mf. L1 ED 297 878

Blair (Hugh)

Hugh Blair and the Female Pen.
20p. 1mf. L1 ED 297 331

Blindness

Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.
47p. 1mf. L2 ED 297 515

Bloomfield (Leonard)

Leonard Bloomfield and the "Cours de Linguistique Generale."
7p. 1mf. L1 ED 297 571

Bloom Taxonomy

Cognition and Comprehension: A Study of the Need for Incorporation of Bloom's Taxonomy of Educational Objectives in English as a Second Language Remedial Reading Programs.
181p. 2mf. L1 ED 297 595

Board Administrator Relationship

Analytical Description of the School Principal's Job. Report No. 13
135p. 2mf. L1 ED 297 418

Board of Education Policy

Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988.
42p. 1mf. L1 ED 298 239

Recruiting and Selecting a Superintendent.
60p. 1mf. L2 ED 297 468

Board of Education Role

North Carolina State Board of Community Colleges Handbook.
55p. 1mf. L1 ED 297 824

Recruiting and Selecting a Superintendent.
60p. 1mf. L2 ED 297 468

Boarding Schools

Chemawa Indian School: A Strong Spirit of Growth.
21p. 1mf. L1 ED 297 894

Boards of Education

Boards Need Education, Too!
3p. 1mf. L1 ED 297 444

Body Composition

Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge and Earn the Presidential Fitness

Award.
45p. 1mf. L1 ED 298 125

Books
Book Preservation Technologies.
124p. 2mf. L1 ED 297 778
Book Preservation Technologies. Summary.
26p. 1mf. L1 ED 297 779
Books That Make the Difference: What College Students Told Me.
7p. 1mf. L1 ED 297 308
When Can You Weed an Unused Book?
9p. 1mf. L1 ED 297 762

Boston Compact
Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229

Brain Hemisphere Functions
Learning Styles and Native Americans.
22p. 1mf. L1 ED 297 906

British Columbia
Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146

Britton (James)
Word for Teaching Is Learning: Essays for James Britton.
300p. mf. L3 ED 297 365

Broadcast Television
Evaluation Report on an Educational Teletext Programme about AIDS.
9p. 1mf. L1 ED 298 159

Bronte (Charlotte)
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107

Brown v Board of Education
Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194

Budgets
Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
19p. 1mf. L1 ED 297 653

Building Conversion
Converting Bowling Balls into Apples and Macs.
5p. 1mf. L1 ED 297 616

Bulimia
Mom and Dad Return to a Commuter Campus: A Program for Re-Parenting of Eating Disordered Females.
20p. 1mf. L1 ED 297 221

Bullying

CDCC's Teacher Bursaries Scheme: European Teachers' Seminar on "Bullying in Schools" (Stavanger, Norway, August 2-7, 1987).
51p. 1mf. L1 ED 297 202

Bureau of Indian Affairs Schools

Chemawa Indian School: A Strong Spirit of Growth.
21p. 1mf. L1 ED 297 894

Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
194p. 3mf. L1 ED 297 924

Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
274p. 3mf. L1 ED 297 925

Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft.
294p. 4mf. L1 ED 297 899

Business

Measuring the Costs of Illiteracy in Canada.
55p. 1mf. L1 ED 297 152

Business Administration

Entrepreneurial Graduates of Minnesota's Technical Institutes.
61p. 1mf. L1 ED 297 172

Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190

Managing a Small Business Incubator.
57p. 1mf. L1 ED 297 188

Starting a Small Business Incubator. A Handbook for Sponsors and Developers.
43p. 1mf. L1 ED 297 189

Business Administration Education

Financial Aid for Minorities in Business and Law.
60p. 1mf. L2 ED 297 627

Business Education

Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165

Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167

Guidelines for the Development of a Microcomputer Curriculum.
64p. 1mf. L1 ED 297 147

Information Processing Applications: Curriculum Guidelines.
133p. 2mf. L1 ED 297 111

Office Procedures Curriculum Guidelines.
33p. 1mf. L1 ED 297 140

Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166

Business Skills

Keyboarding: Curriculum Guidelines.
39p. 1mf. L1 ED 297 112

Survey of Business Preferences for College Grads.
27p. 1mf. L1 ED 297 407

Cable Television

Coming of Age on Television.
10p. 1mf. L1 ED 297 719

California

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
43p. 1mf. L1 ED 297 643

California's Career Guidance Technicians: A Profile.
26p. 1mf. L1 ED 297 220

Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.
147p. 2mf. L1 ED 297 829

Chief School Business Officer Certification in California: An Idea Whose Time Has Come?
25p. 1mf. L1 ED 297 445

Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1986 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988. Report 88-11.
14p. 1mf. L1 ED 297 659

Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
72p. 1mf. L1 ED 297 656

Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664

Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.
179p. 2mf. L1 ED 297 665

Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663

GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 88-16.
36p. 1mf. L1 ED 297 654

Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
19p. 1mf. L1 ED 297 653

Paying for College: Student Loans and Alternative Financing Mechanisms.

30p. 1mf. L1 ED 297 644
Standardized Tests Used for Higher Education Admission and Placement in California during 1987. The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 88-14.
118p. 2mf. L1 ED 297 658
State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.
36p. 1mf. L1 ED 297 655
Status Report on Human Corps Activities. Report 88-24.
100p. 2mf. L1 ED 297 652
Time to Degree in California's Public Universities. Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.
117p. 2mf. L1 ED 297 660

California State Library

Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.
60p. 1mf. L1 ED 297 753

California State University

Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report 88-9.
51p. 1mf. L1 ED 297 657

Canada

Community Colleges in Canada: A Current Profile.
21p. 1mf. L1 ED 297 842
Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).
93p. 1mf. L1 ED 297 538
Governments and Higher Education--the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).
393p. 5mf. L2 ED 297 610
Measuring the Costs of Illiteracy in Canada.
55p. 1mf. L1 ED 297 152
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (7th, Chicago, Illinois, October 27-28, 1972).
175p. 2mf. L1 ED 298 037
TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a

Transborder Data Flow Perspective.
24p. 1mf. L2 ED 297 761

Canada Natives
Foundations for the Future of Alberta's Metis Settlements. Report of the MacEwan Joint Metis-Government Committee to Review the Metis Betterment Act and Regulations.
145p. 2mf. L1 ED 297 893

Canadian Studies
Canadian Studies: Geography. A Report for Educators.
177p. 2mf. L1 ED 298 059

Career Change
Finding a New Job with Skills You Already Have. A Do-It-Yourself Guide to Analyzing Your Skills and Using Them To Find a New Job or Start a New Career.
53p. 1mf. L2 ED 297 119

Career Choice
Arizona Labor Market Information (LMI) Directory.
22p. 1mf. L1 ED 297 118

Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107

Finding Our Way from Here to There: A Parent's Guide to Sex-Fair Vocational Career Planning.
53p. 1mf. L1 ED 297 125

Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097

Images of Science: Factors Affecting the Choice of Science as a Career.
96p. 1mf. L1 ED 297 961

Career Counseling
Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097

Career Development
Career Development Needs of Students.
14p. 1mf. L1 ED 297 251

Impact of an International Education on College Acceptance and Career Development.
19p. 1mf. L1 ED 298 056

Career Education
((Educating the Handicapped to Enter the World of Work)).
8p. 1mf. L1 ED 297 522

Career Guidance
California's Career Guidance Technicians: A Profile.
26p. 1mf. L1 ED 297 220

Career Ladders

Career Ladder Instrumentation: The Tennessee Experience.
35p. 1mf. L1 ED 298 177
North Carolina's Lead Teacher/Restructured School Pilot Project: An Interim Report.
19p. 1mf. L2 ED 297 467
Reporting Perspective.
108p. 2mf. L1 ED 298 172
Single-Minded Appraisal of a Multiple-Criterion Teacher Appraisal System.
23p. 1mf. L1 ED 298 173

Caregivers
Alzheimer's Disease. LC Science Tracer Bullet 87-2.
12p. 1mf. L1 ED 297 213
Older Male Primary Caregivers and the Homemaker Role.
17p. 1mf. L1 ED 297 200

Caretaker Speech
Relationship between Maternal Speech and Child Language Development: An Annotated Bibliography.
48p. 1mf. L1 ED 297 600

Carl D Perkins Vocational Education Act 198
((Educating the Handicapped to Enter the World of Work)).
8p. 1mf. L1 ED 297 522

Case Studies
Child Abuse Cases in an Hispanic Community: A Teaching Tool.
36p. 1mf. L1 ED 298 200

Cataloging
OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
39p. 1mf. L1 ED 297 776

Catholic Schools
Impact of the Felton Decision; Chapter 1 Services in One Archdiocese.
31p. 1mf. L1 ED 297 264
Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.
43p. 1mf. L1 ED 298 145
Some Attributes of Teachers in Private Elementary and Secondary Schools, 1985-86. OERI Bulletin, March 1987.
14p. 1mf. L1 ED 298 089

Censorship
Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objections.
16p. 1mf. L1 ED 297 297
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
31p. 1mf. L1 ED 297 329

Census Figures
Money Income and Poverty Status in the United States: 1987. (Advance Data from the March 1988 Current Population Survey). Current Population Reports: Consumer Income.
80p. 1mf. L1 ED 298 241
Planning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (October 20, 1987).
152p. 2mf. L1 ED 297 239
School Enrollment--Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics.
125p. 2mf. L1 ED 298 240
Technical Notes to the Tables on Children, Education and Poverty.
48p. 1mf. L1 ED 298 189
Where Artists Live: 1970. Research Division Report #5.
83p. 1mf. L1 ED 298 069
Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028

Census 1980
Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028

Center for Education Statistics
Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754

Certification
Chief School Business Officer Certification in California: An Idea Whose Time Has Come?
25p. 1mf. L1 ED 297 445
Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees.
32p. 1mf. L1 ED 297 639
Licensed Occupations of Oklahoma.
113p. 2mf. L1 ED 297 098
Manual for Item Writers. Certification and Registration.
190p. 2mf. L1 ED 297 775
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Chamorro
Chamorro Language Issues and Research on Guam. A Book of Readings.
214p. 3mf. L1 ED 297 587

Change Strategies
Commitment to America's Children.
21p. 1mf. L1 ED 298 121
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415
Experiences in School Improvement. The Story of 16 American Districts.
92p. 1mf. L1 ED 297 480
Implementing Change in Secondary Schools Using Effective Schools Research.
134p. 2mf. L2 ED 297 459
Minority Teacher Recruitment & Retention. A Public Policy Issue. Proceedings and Background Material of the Wingspread Conference (Racine, Wisconsin, August 5-7, 1987).
42p. 1mf. L1 ED 298 123
New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.
26p. 1mf. L1 ED 298 094
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537
Selecting the "Right" Microcomputer.
6p. 1mf. L2 ED 297 701
Strategic Planning for Educational Reform and Improvement.
56p. 1mf. L1 ED 297 462
White House Conference for a Drug Free America. Final Report.
246p. 3mf. L1 ED 298 100

Check Lists
Leisure and Recreation Behavior Checklist.
10p. 1mf. L1 ED 297 491

Cheerleading
Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!
120p. mf. L3 ED 298 124

Chemistry
Grade 12 Diploma Examination: Chemistry 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Chimie 30. Juin 1988.
53p. 1mf. L1 ED 297 959

Chicago Public Schools II
Summary of National Reform Recommendations. Program Report Prepared for the Chicago School Reform Design Project.
30p. 1mf. L1 ED 297 461

Chicano Studies
Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912
Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911

Child Abuse
Battered Children and Child Abuse. Highlights and Recommendations of the CIOMS/WHO Conference (Berne, Switzerland, December 1985).
21p. 1mf. L2 ED 297 206
Child Abuse Cases in an Hispanic Community: A Teaching Tool.
36p. 1mf. L1 ED 298 200
Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.
15p. 1mf. L1 ED 297 249
Resource Directory of Hispanic Educational Materials on Child Abuse Prevention.
31p. 1mf. L1 ED 298 199

Child Care Occupations
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
14p. 1mf. L1 ED 297 126

Child Caregivers
Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).
152p. 2mf. L1 ED 297 890

Child Development
Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.
140p. 2mf. L1 ED 297 721
Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.
40p. 1mf. L1 ED 297 334
Research Applications of a Computerized Child Development Management Information Data Base.
8p. 1mf. L1 ED 297 864
Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.
47p. 1mf. L2 ED 297 515

Child Development Rating Scales
Psychometric Characteristics of the Child Development Rating Scales.
12p. 1mf. L1 ED 297 509

Child Health
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537

Child Health Care
Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.

207p. 3mf. L1 ED 297 848

Child Language
Relationship between Maternal Speech and Child Language Development: An Annotated Bibliography.
48p. 1mf. L1 ED 297 600

Child Neglect
Battered Children and Child Abuse. Highlights and Recommendations of the CIOMS/WHO Conference (Berne, Switzerland, December 1985).
21p. 1mf. L2 ED 297 206

Child Welfare
Families for All Children.
13p. 1mf. L1 ED 297 536

Childhood Attitudes
Books Are 'Littler' than TV.
34p. 1mf. L1 ED 297 710
Perceived Closeness and Parent-Child Relations in Families of Seventh-Graders.
8p. 1mf. L1 ED 297 845

Children
Children and Stress: Indications, Implications and Interventions.
22p. 1mf. L1 ED 297 207
Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
11p. 1mf. L1 ED 297 843
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537

Childrens Games
Arthur Smith, Local Baptist Pastor.
60p. 1mf. L1 ED 298 006

Childrens Literature
Array of Teaching Ideas Using Wordless Picture Books.
23p. 1mf. L1 ED 297 274
Australian Literature in the Primary Classroom.
93p. 1mf. L1 ED 297 372
Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265
Materials for Children about Nuclear War.
15p. 1mf. L1 ED 297 339

Childrens Responses
Multidimensional Self-Concepts and Perceptions of Control: Construct Validation of Responses by Children.
36p. 1mf. L1 ED 298 179

Childrens Writing
Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.
40p. 1mf. L1 ED 297 334

China (Guangzhou)
Investigation of the Patterns of Learning English Interrogative Structures by EFL Learners in China.
193p. 3mf. L1 ED 297 572

Chinese Culture
Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
50p. 1mf. L1 ED 298 060

Christianity
Death Anxiety and Religiosity among an Older Adult Population.
20p. 1mf. L1 ED 297 222

Church Related Colleges
Economic Impact of Georgian Court College on the Local Economy.
39p. 1mf. L1 ED 297 633

Cincinnati Public Schools OH
Low Achieving Schools Assessment. Year Two Bronson Settlement.
79p. 1mf. L1 ED 298 183
Resource Catalog. Design for School Excellence School Improvement Program, 1986-87.
50p. 1mf. L1 ED 297 441

Citation Analysis
Content Analysis of the Research on Giftedness: How Well Are We Doing?
26p. 1mf. L1 ED 297 524

Citizen Participation
Facts and Faith: A Status Report on Youth Service.
56p. 1mf. L1 ED 298 234
Marietta Celebration of Unity Case Study.
23p. 1mf. L1 ED 298 035

Citizenship
Foundations of American Citizenship: New Directions for Education.
184p. 2mf. L2 ED 298 062

Citizenship Education
Foundations of American Citizenship: New Directions for Education.
184p. 2mf. L2 ED 298 062
Science/Technology/Society in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 073
Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

Citizenship Responsibility
Facts and Faith: A Status Report on Youth Service.
56p. 1mf. L1 ED 298 234

Civics
Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.
31p. 1mf. L1 ED 298 066

Civil Liberties
Martin Luther King, Jr. Teacher's Resource Manual.
67p. 1mf. L1 ED 298 063
Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

Civil Rights
Dr. Martin Luther King, Jr. Washington State Resource Guide.

99p. 2mf. L1 ED 298 231

Equal Access to Health Care: Patient Dumping. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (July 22, 1987).
468p. 5mf. L1 ED 297 237

Martin Luther King, Jr. Teacher's Resource Manual.
67p. 1mf. L1 ED 298 063

Class Activities

Dr. Martin Luther King, Jr. Washington State Resource Guide.
99p. 2mf. L1 ED 298 231

Let Your Students Talk and Teach.
34p. 1mf. L1 ED 297 581

Role Play: More than Make-Believe.
138p. 2mf. L1 ED 297 786

Classics (Literature)

Religion in Our Textbooks.
11p. 1mf. L1 ED 298 021

Classification

Empirical Foundation for a Taxonomy of Humor.
7p. 1mf. L1 ED 298 149

Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
40p. 1mf. L1 ED 297 882

Social Groups in the Middle School.
8p. 1mf. L1 ED 297 869

Studying Photographic Advertising Illustrations and Their Effects.
30p. 1mf. L1 ED 297 403

Using Classification Lessons To Teach Hispanic Secondary Students Inference.
18p. 1mf. L1 ED 297 590

Classroom Activity Record

Capturing Classroom Context: The Observation System as Lens for Assessment.
51p. 1mf. L1 ED 298 109

Classroom Communication

Community: Prerequisite for Communication in Language Classes.
12p. 1mf. L1 ED 297 598

Classroom Environment

Building Self-Esteem: Implementation Project Summary.
6p. 1mf. L1 ED 297 215

Community: Prerequisite for Communication in Language Classes.
12p. 1mf. L1 ED 297 598

Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.
145p. 2mf. L1 ED 297 564

Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
34p. 1mf. L1 ED 297 561

Questioning Strategies To Encourage Critical Thinking.
11p. 1mf. L1 ED 297 410

Significant Bilingual Instructional Features Study. Executive Summary.

24p. 1mf. L1 ED 297 562
Small Rural Schools of Prince Edward Island.
40p. 1mf. L1 ED 297 922
Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560
Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567
Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563
Verification of Bilingual Instructional Features.
185p. 2mf. L1 ED 297 565
Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
67p. 1mf. L1 ED 297 317

Classroom Observation Techniques

Alabama Career Incentive Program. Observer Manual.
87p. 1mf. L1 ED 298 126
Teaching in the Secondary Schools: A Guide for Pre-Service Teachers.
116p. 2mf. L1 ED 298 098

Classroom Techniques

Analysis of Teacher-Made Tests: Testing Practices, Cognitive Demands, and Item Construction Errors.
50p. 1mf. L1 ED 298 174
At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232
Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.
145p. 2mf. L1 ED 297 564
Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262
Dynamics of Secondary Vocational Classrooms.
519p. 6mf. L1 ED 297 090
Dynamics of Secondary Vocational Classrooms machine-readable data file .
29p. 1mf. L3 ED 297 138
Elementary School Science: A Perspective for Teachers.
341p. mf. L3 ED 297 946
Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
34p. 1mf. L1 ED 297 561

Functional Approach Categories and Technique Strategies Language Arts Model.
21p. 1mf. L1 ED 297 603

Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
39p. 1mf. L2 ED 297 709

Let Your Students Talk and Teach.
34p. 1mf. L1 ED 297 581

Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.
13p. 1mf. L1 ED 298 085

Questioning Strategies To Encourage Critical Thinking.
11p. 1mf. L1 ED 297 410

Significant Bilingual Instructional Features Study. Executive Summary.
24p. 1mf. L1 ED 297 562

Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560

Time for Mastery.
15p. 1mf. L1 ED 298 108

Transitions: Toward a Grounded Theory of What Happens between Lessons.
20p. 1mf. L1 ED 298 083

Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563

Verification of Bilingual Instructional Features.
185p. 2mf. L1 ED 297 565

Cleaning

Management of Chronic Infectious Diseases in School Children.
29p. 1mf. L1 ED 297 493

Cleveland Public Schools OH

Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.
146p. 2mf. L1 ED 297 266

Client Characteristics (Human Services)

Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.
13p. 1mf. L1 ED 297 225

Relationships between Counselor Attribution and Intervention Choice.
16p. 1mf. L1 ED 297 203

Clinical Diagnosis

International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simpasio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."
304p. 4mf. L2 ED 297 513

Cluster Courses
Freshman Strategy Seminar. A Pilot Study.
16p. 1mf. L1 ED 297 796

Cognitive Ability
Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
40p. 1mf. L1 ED 297 882

Social Groups in the Middle School.
8p. 1mf. L1 ED 297 869

Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Cognitive Development
Constructivist and Information Processing Views of Representation in Mathematics Education.
34p. 1mf. L1 ED 297 934

Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
11p. 1mf. L1 ED 297 843

Information Technology and Mathematics: Opening New Representational Windows.
28p. 1mf. L1 ED 297 950

Research and Related Issues: Cognitive Development of the Young Child.
9p. 1mf. L1 ED 297 876

Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Understanding Fraction Addition.
27p. 1mf. L1 ED 297 937

Cognitive Mapping
Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Cognitive Processes
((Metacognition and Related Teaching and Learning Strategies)).
8p. 1mf. L1 ED 297 520

Applying the S.O.I. Model to Curriculum Development.
15p. 1mf. L1 ED 297 542

Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706

Cognition and Comprehension: A Study of the Need for Incorporation of Bloom's Taxonomy of Educational Objectives in English as a Second Language Remedial Reading Programs.
181p. 2mf. L1 ED 297 595

Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
19p. 1mf. L1 ED 297 718

Effect of the Computer on Problem Solving. Hinsdale District 181.
28p. 1mf. L1 ED 297 717
Improving Thinking Skills in Deaf College Students.
17p. 1mf. L1 ED 297 489
Information Technology and Mathematics: Opening New Representational Windows.
28p. 1mf. L1 ED 297 950
Intrapersonal Communication Activities: Representing Experience.
32p. 1mf. L1 ED 297 404
Intrapersonal Communication and Imagined Interactions.
41p. 1mf. L1 ED 297 390
Using Writing To Integrate the Curriculum: The Constructs at the Core.
21p. 1mf. L1 ED 297 787

Cognitive Restructuring
Helping Developmental Students Overcome Communication Apprehension.
20p. 1mf. L1 ED 297 397
Improving Thinking Skills in Deaf College Students.
17p. 1mf. L1 ED 297 489

Cognitive Structures
Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
40p. 1mf. L1 ED 297 882
Understanding Fraction Addition.
27p. 1mf. L1 ED 297 937

Cognitive Style
"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.
22p. 1mf. L1 ED 298 096
Correlation between Remedial Students and Learning Styles: Implications for Computer Assisted Instruction.
48p. 1mf. L1 ED 297 294
Honors Students and a Basic Speech-Communication Course: Techniques for Meeting Their Needs.
25p. 1mf. L1 ED 297 401
Learning Styles and Native Americans.
22p. 1mf. L1 ED 297 906
Observed Methods for Generating Analogies in Scientific Problem Solving. Revised.
40p. 1mf. L1 ED 297 992

Coleccion Tlogue Nahuaque
Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911
Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912

Coleman (James S)

Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.
64p. 1mf. L1 ED 297 422

Collaborative Learning
Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.
162p. 2mf. L1 ED 297 338

Collaborative Teaching
Reinforcing Successive Gains: Collaborative Writing Faculty Projects.
11p. 1mf. L1 ED 297 328

Collaborative Writing
Reinforcing Successive Gains: Collaborative Writing Faculty Projects.
11p. 1mf. L1 ED 297 328

Collective Bargaining
Agreement between Area Board of Vocational, Technical and Adult Education District One and District One Vocational, Technical Teachers' Association (WEAC, NEA), July 1985-June 1986.
35p. 1mf. L1 ED 297 836

Agreement between Lakeshore Vocational, Technical and Adult Education District Board and Lakeshore Education Association, 1987-1989.
51p. 1mf. L1 ED 297 811

Agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators, 1987-1991.
42p. 1mf. L1 ED 297 810

Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.
39p. 1mf. L1 ED 297 834

Collective Bargaining Agreement between Antelope Valley Community College and Antelope Valley College Faculty Association, June 13, 1988.
88p. 1mf. L1 ED 297 837

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.
36p. 1mf. L1 ED 297 821

Contract between the Board of Trustees of Community College District No. 20 and the Walla Walla Community College Association for Higher Education, 1987-89.
41p. 1mf. L1 ED 297 813

Employment Agreement between the County of Ulster and the Ulster County Community College Faculty Association, September 1, 1987 to August 31, 1990.
19p. 1mf. L1 ED 297 812

Master Agreement between Board of Directors of Iowa Valley

Community College District (Merged Area VI) and Iowa Valley Community College Education Association/ISEA, 1987-1988.
42p. 1mf. L1 ED 297 838

Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.
73p. 1mf. L1 ED 297 835

Collectivities

Rural Communication and Collective Coorientation: The Case of Acid Rain.
45p. 1mf. L1 ED 297 387

College Academic Self Efficacy Scale

Development of a College Academic Self-Efficacy Scale.
8p. 1mf. L1 ED 298 158

College Administration

Academic Tribes. Second Edition.
185p. mf. L3 ED 297 632

Manual for Trustees of the North Carolina Community College System.
52p. 1mf. L1 ED 297 823

North Carolina State Board of Community Colleges Handbook.
55p. 1mf. L1 ED 297 824

Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).
26p. 1mf. L1 ED 297 784

College Admission

Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1986 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988. Report 88-11.
14p. 1mf. L1 ED 297 659

Impact of an International Education on College Acceptance and Career Development.
19p. 1mf. L1 ED 298 056

Standardized Tests Used for Higher Education Admission and Placement in California during 1987. The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 88-14.
118p. 2mf. L1 ED 297 658

College Attendance

Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986. Center for Education Statistics Survey Report.
28p. 1mf. L1 ED 297 662

College Curriculum

Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Five, Number

Two.
67p. 1mf. L1 ED 297 611

College English
Content of Composition Courses.
20p. 1mf. L1 ED 297 357

I-Search Paper--Revised Edition of "Searching Writing."
359p. mf. L3 ED 297 367

College Entrance Examination Board
Guidelines on the Uses of College Board Test Scores and Related Data.
17p. 1mf. L1 ED 297 618

College Entrance Examinations
Standardized Tests Used for Higher Education Admission and Placement in California during 1987. The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 88-14.
118p. 2mf. L1 ED 297 658

College Faculty
Absorbing Errand.
16p. 1mf. L1 ED 297 620

Agreement between Area Board of Vocational, Technical and Adult Education District One and District One Vocational, Technical Teachers' Association (WEAC, NEA), July 1985-June 1986.
35p. 1mf. L1 ED 297 836

Agreement between Lakeshore Vocational, Technical and Adult Education District Board and Lakeshore Education Association, 1987-1989.
51p. 1mf. L1 ED 297 811

Agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators, 1987-1991.
42p. 1mf. L1 ED 297 810

Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.
39p. 1mf. L1 ED 297 834

Collective Bargaining Agreement between Antelope Valley Community College and Antelope Valley College Faculty Association, June 13, 1988.
88p. 1mf. L1 ED 297 837

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.
36p. 1mf. L1 ED 297 821

Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839

Contract between the Board of Trustees of Community College District No. 20 and the Walla Walla Community College Association for Higher Education, 1987-89.

41p. 1mf. L1 ED 297 813

Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.

74p. 1mf. L1 ED 297 840

Discrimination Litigation in Academe: Effects on Institutions and Individuals.

19p. 1mf. L1 ED 297 619

Employment Agreement between the County of Ulster and the Ulster County Community College Faculty Association, September 1, 1987 to August 31, 1990.

19p. 1mf. L1 ED 297 812

Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.

160p. 2mf. L1 ED 297 664

Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.

179p. 2mf. L1 ED 297 665

Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.

30p. 1mf. L1 ED 297 663

Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report 88-9.

51p. 1mf. L1 ED 297 657

Legal Rights of Tenured and Part-Time Faculty Members in Higher Education.

21p. 1mf. L1 ED 297 645

Library Survey Summary, University of Tennessee, Knoxville.

86p. 1mf. L1 ED 297 742

Master Agreement between Board of Directors of Iowa Valley Community College District (Merged Area VI) and Iowa Valley Community College Education Association/ISEA, 1987-1988.

42p. 1mf. L1 ED 297 838

Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.

73p. 1mf. L1 ED 297 835

Pilot Study on Needs in the Sciences in Community Colleges.

33p. 1mf. L1 ED 297 801

Reinforcing Successive Gains: Collaborative Writing Faculty Projects.

11p. 1mf. L1 ED 297 328

State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.

36p. 1mf. L1 ED 297 655

(Continued)

Supervision of Part-Time Faculty: A Model for Community Colleges.
17p. 1mf. L1 ED 297 794

Thinking and Doing: Technological Literacy Reconsidered.
11p. 1mf. L1 ED 297 400

College Freshmen

Creating Profiles of High Risk Students.
14p. 1mf. L1 ED 298 181

Developmental Inventory of Sources of Stress.
39p. 1mf. L1 ED 298 182

College Graduates

Performance Profile, Maryland Community Colleges.
14p. 1mf. L1 ED 297 807

Survey of Business Preferences for College Grads.
27p. 1mf. L1 ED 297 407

Survey of Employers of 1986 Howard Community College Graduates: A Report of the Findings. Research Report Number 53.
21p. 1mf. L1 ED 297 809

College Instruction

Training Graduate Student Instructors .
11p. 1mf. L1 ED 297 612

CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615

Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.
97p. 2mf. L1 ED 298 002

Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Five, Number Two.
67p. 1mf. L1 ED 297 611

Reinforcing Successive Gains: Collaborative Writing Faculty Projects.
11p. 1mf. L1 ED 297 328

Tips for Teaching.
8p. 1mf. L1 ED 297 676

College Libraries

Library Survey Summary, University of Tennessee, Knoxville.
86p. 1mf. L1 ED 297 742

Nonfiction Book Use by Academic Library Users. Research Report-88/1.
60p. 1mf. L1 ED 297 743

Practical and Effective Point-of-Use Library Guides from the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo.
33p. 1mf. L1 ED 297 744

Solving the Information Puzzle...An Andrews Library Handbook.
49p. 1mf. L1 ED 297 747

College Mathematics

Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).

147p. 2mf. L1 ED 297 966

Carolyn Werbel's Journal: Voicing the Struggle To Make Meaning of Mathematics. Working Paper No. 160.

22p. 1mf. L2 ED 297 977

Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Competency.

78p. 1mf. L1 ED 297 976

Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.

151p. 2mf. L1 ED 297 945

College Outcomes Assessment

Student Assessment in Architecture Schools.

10p. 1mf. L1 ED 297 671

Using Evaluation Findings To Improve Minority Education Programs.

6p. 1mf. L1 ED 297 636

College Planning

Advisory Committee and Its Role in Program Planning at the Community College.

23p. 1mf. L1 ED 297 793

Collection of Papers on Self-Study and Institutional Improvement.

252p. 3mf. L1 ED 297 634

Macomb Community College Recruitment Plan, 1987-1988.

66p. 1mf. L1 ED 297 815

Memoria de la XXII Reunion Ordinaria de la Asamblea General de la ANUIES (Report of the 22nd Meeting of the General Assembly of the National Association of Universities and Institutions of Higher Education) (22nd, Manzanillo, Colima, Mexico, October 1986).

188p. 2mf. L1 ED 297 609

Practice of Institutional Research: Perception vs. Reality.

45p. 1mf. L1 ED 297 631

Prince George's Community College 1988-93 Master Plan.

22p. 1mf. L1 ED 297 816

Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).

26p. 1mf. L1 ED 297 784

South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.

47p. 1mf. L1 ED 297 638

Vancouver Community College Educational Plan, 1988-1993.

42p. 1mf. L1 ED 297 841

College Programs

Back to the Future: A Study of Short-Term Adult Residential Education.

45p. 1mf. L1 ED 297 135

Inventory of Academic Degree Programs in South Carolina. Thirteenth Edition.

182p. 2mf. L1 ED 297 637

Mom and Dad Return to a Commuter Campus: A Program for Re-Parenting of Eating Disordered Females.

20p. 1mf. L1 ED 297 221

More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).

37p. 1mf. L1 ED 297 178

Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).

593p. 7mf. L1 ED 297 647

Pioneering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.

13p. 1mf. L1 ED 297 104

Proceedings of the College Reading Association, Volume 4, Summer 1963.

98p. 2mf. L1 ED 297 286

College Reading Association

Proceedings of the College Reading Association, Volume 5, Fall 1964.

78p. 1mf. L1 ED 297 287

Proceedings of the College Reading Association, Volume 4, Summer 1963.

98p. 2mf. L1 ED 297 286

Proceedings of the College Reading Association, Volume 6, Fall 1965.

140p. 2mf. L1 ED 297 288

Proceedings of the College Reading Association, Volume 7, Fall 1966.

116p. 2mf. L1 ED 297 289

Proceedings of the College Reading Association, Volume 3, Summer 1962.

74p. 1mf. L1 ED 297 285

Proceedings of the College Reading Association, Volume 1, Spring 1961.

82p. 1mf. L1 ED 297 283

Proceedings of the College Reading Association, Volume 2, Summer 1961.

102p. 2mf. L1 ED 297 284

Proceedings of the College Reading Association, Volume 8, Fall 1967.

171p. 2mf. L1 ED 297 290

Proceedings of the College Reading Association, Volume 9, Fall 1968.

161p. 2mf. L1 ED 297 291

Proceedings of the College Reading Association, Volume 10, Fall 1969.

229p. 3mf. L1 ED 297 292
Proceedings of the College Reading Association, Volume 11, Fall 1970.
144p. 2mf. L1 ED 297 293

College Role

Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802
Prince George's Community College 1988-93 Master Plan.
22p. 1mf. L1 ED 297 816

College School Cooperation

Collaborative Quest for Quality.
18p. 1mf. L1 ED 297 434
Compendium of Innovative Teacher Education Projects.
70p. 1mf. L1 ED 298 079
Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
72p. 1mf. L1 ED 297 656
Role of Mentors in Preparing Future Principals.
35p. 1mf. L1 ED 297 419

College Science

Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
46p. 1mf. L1 ED 297 998
Feminist Approaches to Science. The Athene Series.
212p. mf. L3 ED 297 990
Is the Final Grade in College Biology a True Measure of Student Knowledge?
13p. 1mf. L1 ED 297 936
Observed Methods for Generating Analogies in Scientific Problem Solving. Revised.
40p. 1mf. L1 ED 297 992
Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.
151p. 2mf. L1 ED 297 945
Teaching Technology from a Feminist Perspective: A Practical Guide. The Athene Series.
171p. mf. L3 ED 297 989

College Second Language Programs

Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
141p. 2mf. L1 ED 297 607

College Students

Attainment Status of Asian Americans in Higher Education.
32p. 1mf. L1 ED 297 635
Career Development Needs of Students.
14p. 1mf. L1 ED 297 251
Development of a College Academic Self-Efficacy Scale.
8p. 1mf. L1 ED 298 158
Does a Professor's Reputation Affect Course Selection?
18p. 1mf. L1 ED 297 673
Dyslexia and the College Student.

24p. 1mf. L1 ED 297 313

Enhancing the Attractiveness of Alcohol Education Via a Microcomputer Program.

18p. 1mf. L1 ED 297 208

Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.

13p. 1mf. L1 ED 298 170

Greek Life on Campus. How Will a Changing Society Affect It?

4p. 1mf. L1 ED 297 617

Racial/Ethnic Data for 1984 Fall Enrollment and Earned Degree Recipients for Academic Year 1984-85. E.D. Tabs.

75p. 1mf. L1 ED 297 674

Time to Degree in California's Public Universities. Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.

117p. 2mf. L1 ED 297 660

Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.

58p. 1mf. L1 ED 297 881

Working with Gay and Lesbian Students.

5p. 1mf. L1 ED 297 622

College Transfer Students

Credit Transfer: Guidelines for Student Transfer and Articulation among Missouri Colleges and Universities.

18p. 1mf. L1 ED 297 677

New Start Program: Third-Year Report.

23p. 1mf. L1 ED 297 831

Performance Profile, Maryland Community Colleges.

14p. 1mf. L1 ED 297 807

Colleges

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).

175p. 2mf. L1 ED 298 049

Collegiality

Collaborative Quest for Quality.

18p. 1mf. L1 ED 297 434

Role of Mentors in Preparing Future Principals.

35p. 1mf. L1 ED 297 419

Talking with Educators. The Results of a Series of Conferences Designed To Give Voice to the Views of Outstanding North Carolina Educators.

34p. 1mf. L2 ED 297 466

Colonial History (United States)

Von Steuben and the German Contribution to the American Revolution: A Selective Bibliography.

45p. 1mf. L1 ED 298 018

Colorado

Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.

64p. 1mf. L1 ED 297 422
Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198
Report of the Social Studies Task Force.
23p. 1mf. L1 ED 298 014
Teaching without Subject Preparation. Issue Paper #8603.
14p. 1mf. L1 ED 298 111
1987 Colorado Writing Assessment.
26p. 1mf. L1 ED 297 320

Comics (Publications)
Doonesbury and the Limits of Satire.
31p. 1mf. L1 ED 297 377

Command Language
How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739

Commercial Art
Figure/Ground Anomalies in Commercial Television: A Diagnostic Study.
29p. 1mf. L1 ED 297 412
Studying Photographic Advertising Illustrations and Their Effects.
30p. 1mf. L1 ED 297 403

Commission on Civil Rights
U.S. Commission on Civil Rights: Compliance with Appropriation Provisions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of Representatives.
12p. 1mf. L1 ED 298 193
U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.
98p. 2mf. L1 ED 298 192

Committees
Developing a Community Based Model for Involvement in the Elementary School.
215p. 3mf. L1 ED 297 866
Workforce Reduction Committees. A Labor/Management Approach.
26p. 1mf. L2 ED 297 170

Commonwealth of Nations
Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
150p. 2mf. L1 ED 298 029

Communicable Diseases
Management of Chronic Infectious Diseases in School Children.
29p. 1mf. L1 ED 297 493
Survey of Research on Sexually Transmitted Diseases.
140p. 2mf. L1 ED 298 112

Communication (Thought Transfer)
Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.

403p. 5mf. L1 ED 297 504

Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.

385p. 5mf. L1 ED 297 505

Introduction of New Technology from the User's Perspective: A Message-Q/ing Study.

26p. 1mf. L1 ED 297 716

Redefining Language Learning.

14p. 1mf. L1 ED 297 593

Rhetorical and Communication Theory: An Area of Interface.

28p. 1mf. L1 ED 297 380

Communication Aids (for Disabled)

Alternative and Augmentative Communication Bibliography. Revised.

72p. 1mf. L1 ED 297 499

Commonly Asked Questions: Communication Techniques and Aids. Revised.

6p. 1mf. L1 ED 297 500

Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.

403p. 5mf. L1 ED 297 504

Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.

29p. 1mf. L1 ED 297 502

Quick Information Sheets. 1988.

94p. 1mf. L1 ED 297 497

Communication Apprehension

Communication Apprehension, Teacher Perception, Intelligence, and Academic Achievement: A Correlational Study.

20p. 1mf. L1 ED 297 396

Communication Apprehension: Student Demographic Characteristics at The Pennsylvania State University.

17p. 1mf. L1 ED 297 398

Decreasing Communication Anxiety through Public Speech Training.

17p. 1mf. L2 ED 297 406

Effects of Systematic Desensitization in the Alleviation of Communication Apprehension.

17p. 1mf. L1 ED 297 399

Helping Developmental Students Overcome Communication Apprehension.

20p. 1mf. L1 ED 297 397

Communication Behavior

Rhetoric of Retrenchment: Themes and Values as Dimensions in an Interpretive Approach to Organizational Conflict.

48p. 1mf. L1 ED 297 379

Speech Accommodation and the Influence of Dyad Sexual Compositions.

26p. 1mf. L1 ED 297 394

Communication Competencies

Relationships of the Dimensions of Intercultural Communication Competence.

41p. 1mf. L1 ED 297 381

Communication Context

Freedom of Expression in the Original Constitution: A Bicentennial Review.

9p. 1mf. L1 ED 297 411

Communication Disorders

Alternative and Augmentative Communication Bibliography. Revised.
72p. 1mf. L1 ED 297 499

Commonly Asked Questions: Communication Techniques and Aids. Revised.
6p. 1mf. L1 ED 297 500

Developmental-Interaction Curriculum: An Approach to Training.
49p. 1mf. L1 ED 297 526

Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527

Multidisciplinary Team Staffing Practicum.
20p. 1mf. L1 ED 297 529

Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.
29p. 1mf. L1 ED 297 502

Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program.
19p. 1mf. L1 ED 297 528

Quick Information Sheets. 1988.
94p. 1mf. L1 ED 297 497

Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report.
141p. 2mf. L1 ED 297 525

Survey of Language Services to Adolescents in Oregon Public Schools.
27p. 1mf. L1 ED 297 496

Communication Problems

Teaching the College Course: Intercultural Communication.
115p. 2mf. L1 ED 297 375

Communication Research

Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.
403p. 5mf. L1 ED 297 504

Focus Groups: An Alternative Method of Gathering Qualitative Data in Communication Research.
19p. 1mf. L1 ED 297 393

Many Faces of Power, Ideology and Culture: In Search of a More Interpretative Communication Research.
22p. 1mf. L1 ED 297 386

Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.
27p. 1mf. L1 ED 297 388

Communication Skills

Communication Apprehension: Student Demographic Characteristics at The Pennsylvania State University.
17p. 1mf. L1 ED 297 398

Functional Approach Categories and Technique Strategies Language Arts Model.
21p. 1mf. L1 ED 297 603

Helping Developmental Students Overcome Communication

Apprehension.
20p. 1mf. L1 ED 297 397
Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
44p. 1mf. L1 ED 297 723
Survey of Business Preferences for College Grads.
27p. 1mf. L1 ED 297 407

Communications
Communications Technology Transforms the Marketplace: The Impact of the Telegraph, Telephone, and Ticker on the Cincinnati Merchants' Exchange.
29p. 1mf. L1 ED 297 378
Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
32p. 1mf. L2 ED 297 746

Community Action
Marietta Celebration of Unity Case Study.
23p. 1mf. L1 ED 298 035

Community Benefits
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070

Community College of Philadelphia PA
Urban Community College Attempts To Assure Student Achievement: Creative Minority Initiatives.
21p. 1mf. L1 ED 297 792

Community Colleges
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806
California's Career Guidance Technicians: A Profile.
26p. 1mf. L1 ED 297 220
Collected Fall Enrollment Reports: University of Hawaii Community Colleges, 1983-1986.
110p. 2mf. L1 ED 297 798
Community College Laws of North Carolina, 1987 Edition.
70p. 1mf. L1 ED 297 822
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802
Community Colleges in Canada: A Current Profile.
21p. 1mf. L1 ED 297 842
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817
Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Competency.

78p. 1mf. L1 ED 297 976

Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.
179p. 2mf. L1 ED 297 665

Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663

Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664

Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."
19p. 1mf. L1 ED 297 825

Is the Final Grade in College Biology a True Measure of Student Knowledge?
13p. 1mf. L1 ED 297 936

Missing Majority, Part II: The Community College in American Fiction.
10p. 1mf. L1 ED 297 335

North Carolina State Board of Community Colleges Handbook.
55p. 1mf. L1 ED 297 824

Statewide Longitudinal Study. Interim Report.
16p. 1mf. L1 ED 297 833

Community Development

Foundations for the Future of Alberta's Metis Settlements. Report of the MacEwan Joint Metis-Government Committee to Review the Metis Betterment Act and Regulations.
145p. 2mf. L1 ED 297 893

Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.
30p. 1mf. L1 ED 298 016

Community Education

Community Schools in Alaska: FY 87 Report.
31p. 1mf. L1 ED 297 907

Community Involvement

Building Coalitions for Support of Schools.
37p. 1mf. L1 ED 297 482

Communities and Adolescents: An Exploration of Reciprocal Supports.
98p. 2mf. L1 ED 297 201

Developing a Community Based Model for Involvement in the Elementary School.
215p. 3mf. L1 ED 297 866

Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.
25p. 1mf. L1 ED 297 121

Community Needs

Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).
152p. 2mf. L1 ED 297 890

Community Programs
Addressing the Causes of Youth Crime.
34p. 1mf. L2 ED 298 186
Annotated Bibliography on Community Integration for People with Severe Disabilities.
159p. 2mf. L1 ED 297 535
Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
38p. 1mf. L1 ED 298 216
Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
35p. 1mf. L2 ED 297 210
Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
29p. 1mf. L1 ED 297 855
Youth in Crisis: Living On the Jagged Edge.
44p. 1mf. L1 ED 298 214

Community Services
Annotated Bibliography on Community Integration for People with Severe Disabilities.
159p. 2mf. L1 ED 297 535
Status Report on Human Corps Activities. Report 88-24.
100p. 2mf. L1 ED 297 652

Community Study
Our Town Integrated Studies: A Resource.
138p. 2mf. L1 ED 298 054

Community Support
Building Coalitions for Support of Schools.
37p. 1mf. L1 ED 297 482
Communities and Adolescents: An Exploration of Reciprocal Supports.
98p. 2mf. L1 ED 297 201

Comparative Analysis
Facts and Fads in Beginning Reading: A Cross-Language Perspective.
224p. mf. L3 ED 297 299
Study of Educational Reform in the Southeast: Application of a Methodology to Map and Track Educational Reform.
14p. 1mf. L1 ED 297 454

Compensation (Remuneration)
Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
62p. 1mf. L1 ED 297 440

Compensatory Education
At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232
Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.
64p. 1mf. L1 ED 297 422
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.

53p. 1mf. L1 ED 298 222

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
41p. 1mf. L1 ED 298 221

E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.
37p. 1mf. L1 ED 298 195

Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.
110p. 2mf. L1 ED 297 908

Effective Schools and the Problems of the Poor.
25p. 1mf. L1 ED 298 212

Evolution of the Compensatory Education Program.
26p. 1mf. L1 ED 298 202

Federal Role and Chapter 1: Rethinking Some Basic Assumptions.
18p. 1mf. L1 ED 298 205

Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207

How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.
21p. 1mf. L1 ED 298 209

Impact of the Felton Decision; Chapter 1 Services in One Archdiocese.
31p. 1mf. L1 ED 297 264

Increased State Capacity and Aid to the Disadvantaged.
16p. 1mf. L1 ED 298 204

Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.
10p. 1mf. L1 ED 297 874

Next Steps in Urban Education.
12p. 1mf. L1 ED 298 210

Policy Options for the Future of Compensatory Education: Conference Papers (Washington, D.C., November 18-19, 1986).
249p. 3mf. L1 ED 298 201

Problem of Quality in Chapter 1.
14p. 1mf. L1 ED 298 208

Program Strategy and Design: Options for Federal Actions in Education.
19p. 1mf. L1 ED 298 203

Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861

Selecting Students and Services for Chapter 1: Reactions. Revised.
27p. 1mf. L1 ED 298 206

State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.
50p. 1mf. L1 ED 298 223

Competency Based Teacher Education

Improving Teacher Certification Examination Scores of Minority Candidates: Results of an Intervention Program.
17p. 1mf. L1 ED 298 176

Competition
Washington STAR Events Manual. Revised.
46p. 1mf. L1 ED 297 142

Compliance (Legal)
Juvenile Justice: Grant to the National Partnership To Prevent Drug and Alcohol Abuse. Briefing Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
41p. 1mf. L1 ED 297 235

Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.
15p. 1mf. L1 ED 297 249

Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
50p. 1mf. L1 ED 297 559

U.S. Commission on Civil Rights: Compliance with Appropriation Provisions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of Representatives.
12p. 1mf. L1 ED 298 193

Comprehension
Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
11p. 1mf. L1 ED 297 843

Comprehensive Employment and Training Act
More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
100p. 2mf. L1 ED 297 117

Computation
Math Thinkercises. A Good Apple Math Activity Book for Students. Grades 4-8.
68p. 1mf. L2 ED 298 000

Understanding Fraction Addition.
27p. 1mf. L1 ED 297 937

Computer Assisted Instruction
Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706

Beyond Theory: Improving Public Relations Writing through Computer Technology.
23p. 1mf. L1 ED 297 342

Challenge of the Information Age--Forging the Frontiers of

Excellence in Education.
17p. 1mf. L1 ED 297 696

Collection of Articles on Computers and Information Technology.
29p. 1mf. L1 ED 297 712

Computer-Aided Learning: A Self-Destroying Prophecy?
23p. 1mf. L2 ED 297 711

Computers and the Waterways' Project.
10p. 1mf. L1 ED 297 358

Correlation between Remedial Students and Learning Styles: Implications for Computer Assisted Instruction.
48p. 1mf. L1 ED 297 294

Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
46p. 1mf. L1 ED 297 998

Effect of the Computer on Problem Solving. Hinsdale District 181.
28p. 1mf. L1 ED 297 717

Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
39p. 1mf. L1 ED 297 263

Enhancing the Attractiveness of Alcohol Education Via a Microcomputer Program.
18p. 1mf. L1 ED 297 208

(Continued)

Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.
97p. 2mf. L1 ED 298 002

Learning from the Technology or Learning with It: Being a Brief History of, and Inquiry into, the Presence of Computers on Campuses.
23p. 1mf. L1 ED 297 690

Microcomputer Evaluation and Production Guidelines for Students with Learning Disabilities: Two Studies.
39p. 1mf. L1 ED 297 548

New Computing in Higher Education.
16p. 1mf. L1 ED 297 700

Perspectives on Research on Effective Mathematics Teaching. Volume 1.
261p. mf. L3 ED 297 933

State of the Art in Microcomputer Use for Japanese Special Education.
13p. 1mf. L1 ED 297 492

Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
67p. 1mf. L1 ED 297 317

Computer Assisted Testing

Computerized Adaptive Testing: The State of the Art in Assessment at Three Community Colleges.
46p. 1mf. L2 ED 297 799

ITEMBANK: An Item Bank Package for the IBM PC. User's Guide, Version 1.0.
52p. mf. L3 ED 298 131

SFAP: Scan-Tron Forms Analysis Package for the IBM-PC. User's Guide, Version 2.0.
52p. mf. L3 ED 298 132

Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. Eric Digest Number 6, 1988.
3p. 1mf. L1 ED 297 303

SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.
39p. mf. L3 ED 298 133

Test Analysis Package (TAP): A Microcomputer Questionnaire and Item Analysis Program. User's Guide for the IBM-PC. Version 2.0.
56p. mf. L3 ED 298 134

Computer Centers

Converting Bowling Balls into Apples and Macs.

5p. 1mf. L1 ED 297 616

Computer Graphics

Surface Description and Motion Control for Animated Three Dimensional Computer Generated Characters.

65p. 1mf. L1 ED 297 704

Computer Literacy

Collection of Articles on Computers and Information Technology.

29p. 1mf. L1 ED 297 712

Computer Education Curriculum. Student Goals and Activities, Grade 6, MSAD #5.

86p. 1mf. L1 ED 297 689

Computer Literacy: Course Description and Computer Awareness: Module Syllabus.

17p. 1mf. L1 ED 297 702

Computer-Aided Learning: A Self-Destroying Prophecy?

23p. 1mf. L2 ED 297 711

Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.

15p. 1mf. L1 ED 297 715

Indiana Consortium for Computer and High Technology Education, Annual Report s , June 30, 1984-June 30, 1987.

113p. 2mf. L1 ED 297 714

Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.

34p. 1mf. L1 ED 297 740

Introduction of New Technology from the User's Perspective: A Message-Q/ing Study.

26p. 1mf. L1 ED 297 716

Thinking and Doing: Technological Literacy Reconsidered.

11p. 1mf. L1 ED 297 400

VIPES: Video Interacting "Personably" with Exceptional Student Education.

104p. 2mf. L1 ED 297 692

Computer Managed Information

Research Applications of a Computerized Child Development Management Information Data Base.

8p. 1mf. L1 ED 297 864

Computer Oriented Progress

Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).

147p. 2mf. L1 ED 297 966

Computer Peripherals

Quick Information Sheets. 1988.

94p. 1mf. L1 ED 297 497

Computer Science

Artificial Intelligence.

41p. 1mf. L1 ED 297 691

Designing a Curriculum for Computer Students in the Community College.
24p. 1mf. L1 ED 297 790

Computer Simulation
Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
19p. 1mf. L1 ED 297 718
Teachers' Adoption of Multimedia Technologies for Science and Mathematics Instruction. Technical Report No. 40.
28p. 1mf. L2 ED 297 708

Computer Software
Break up a File with EDLIN.
6p. 1mf. L1 ED 297 782
Commonly Asked Questions: Computers. Revised.
7p. 1mf. L1 ED 297 501
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505
Correlation between Remedial Students and Learning Styles: Implications for Computer Assisted Instruction.
48p. 1mf. L1 ED 297 294
Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.
14p. 1mf. L1 ED 298 180
Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
130p. 2mf. L1 ED 297 765
How To Evaluate Educational Software Easily and Efficiently. For Teachers, Parents and Home Computer Users. Self-Training Package.
50p. 1mf. L1 ED 298 175
Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
32p. 1mf. L2 ED 297 746
Selecting the "Right" Microcomputer.
6p. 1mf. L2 ED 297 701
Software Selection, Evaluation and Organization and Software Reviews. Article Reprints.
117p. 2mf. L2 ED 297 703
VIPES: Video Interacting "Personably" with Exceptional Student Education.
104p. 2mf. L1 ED 297 692

Computer System Design
Commonly Asked Questions: Computers. Revised.
7p. 1mf. L1 ED 297 501

Computer Uses in Education
Challenge of Excellence in Education through Technology.
16p. 1mf. L1 ED 297 695
Educating for Excellence: The Role of Instructional Technology.
17p. 1mf. L1 ED 297 697

Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
46p. 1mf. L1 ED 297 998

Excellence in Our Schools: Differences That Count.
10p. 1mf. L1 ED 297 698

Guidelines for the Development of a Microcomputer Curriculum.
64p. 1mf. L1 ED 297 147

Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.
68p. 1mf. L1 ED 297 865

Information Technology and Mathematics: Opening New Representational Windows.
28p. 1mf. L1 ED 297 950

Single System Image: An Information Systems Strategy. Professional Paper Series, #1.
30p. 1mf. L1 ED 297 687

Software Selection, Evaluation and Organization and Software Reviews. Article Reprints.
117p. 2mf. L2 ED 297 703

Special Needs Music Community: Color and the Computer.
16p. 1mf. L1 ED 298 032

State of the Art in Microcomputer Use for Japanese Special Education.
13p. 1mf. L1 ED 297 492

Computerized Placement Tests

Computerized Adaptive Testing: The State of the Art in Assessment at Three Community Colleges.
46p. 1mf. L2 ED 297 799

Computers

Accessible Computers from the Box.
15p. 1mf. L2 ED 297 545

Collection of Articles on Computers and Information Technology.
29p. 1mf. L1 ED 297 712

Learning from the Technology or Learning with It: Being a Brief History of, and Inquiry into, the Presence of Computers on Campuses.
23p. 1mf. L1 ED 297 690

Quick Information Sheets. 1988.
94p. 1mf. L1 ED 297 497

Training of Teachers in the Instructional Use of Technology.
94p. 1mf. L1 ED 297 694

Concept Acquisition

Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
40p. 1mf. L1 ED 297 882

Concept Formation

Conceptual Development in Social Studies.
23p. 1mf. L1 ED 298 057

Constructivist and Information Processing Views of Representation in Mathematics Education.

34p. 1mf. L1 ED 297 934
Improving Thinking Skills in Deaf College Students.
17p. 1mf. L1 ED 297 489
Investigation of Fifth and Eighth Grade Korean Students' Misconceptions of Photosynthesis.
294p. 4mf. L1 ED 297 987
Second Language Reading: Reading, Language, and Metacognition.
38p. 1mf. L1 ED 297 577

Concerts
"The Last Waltz": Variations on a Theme.
15p. 1mf. L1 ED 297 413

Confidentiality
Policy Statement on Disclosure, Confidentiality and the Integrity of the Accrediting Process.
6p. 1mf. L1 ED 297 681
Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.
15p. 1mf. L1 ED 297 249

Confirmatory Factor Analysis
Confirmatory Factor Analyses of Multitrait-Multimethod Data: Many Problems and a Few Solutions.
42p. 1mf. L1 ED 298 144
Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.
12p. 1mf. L1 ED 298 140

Conflict Management
Rhetoric of Retrenchment: Themes and Values as Dimensions in an Interpretive Approach to Organizational Conflict.
48p. 1mf. L1 ED 297 379

Conflict Resolution
Business Administrator and the Negotiated Order.
20p. 1mf. L1 ED 297 449

Confucianism
Learning To Be Human: Confucian Resources for Rethinking General Education.
39p. 1mf. L1 ED 297 788

Connecticut
Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839
Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.
74p. 1mf. L1 ED 297 840
Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868
Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on

Four-Year-Olds, Their Families and the Public Schools.
66p. 1mf. L1 ED 297 859

Conservation Education
National Audubon Society Specials. Teacher's Guide I.
38p. 1mf. L2 ED 297 944

Consistency Theory
Rhetorical and Communication Theory: An Area of Interface.
28p. 1mf. L1 ED 297 380

Consortia
Characteristics of Library Networks, 1985-1986. OERI Bulletin.
8p. 1mf. L1 ED 297 780
Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.
15p. 1mf. L1 ED 297 715
Indiana Consortium for Computer and High Technology Education, Annual Report s , June 30, 1984-June 30, 1987.
113p. 2mf. L1 ED 297 714

Constitutional History
American Solution: Origins of the United States Constitution.
85p. 1mf. L1 ED 298 017

Constitutional Law
English Language Amendment: Backgrounds and Prospects.
17p. 1mf. L1 ED 297 578

Construct Validity
Multidimensional Self-Concepts and Perceptions of Control: Construct Validation of Responses by Children.
36p. 1mf. L1 ED 298 179

Construction (Process)
Toy Modification Note. Revised.
30p. 1mf. L1 ED 297 498

Construction Programs
Library Programs; Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1987. LSCA Title IV.
56p. 1mf. L1 ED 297 767

Constructivism
Using Writing To Integrate the Curriculum: The Constructs at the Core.
21p. 1mf. L1 ED 297 787

Consultation Programs
CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615
Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.
60p. 1mf. L1 ED 297 488
Guide for Referral and Case Coordination for Young Children in Hospital Settings.
199p. 3mf. L1 ED 297 487

Consumer Economics

Frontier of Research in the Consumer Interest. Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).
874p. 10mf. L2 ED 297 136

Consumer Education

Frontier of Research in the Consumer Interest. Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).
874p. 10mf. L2 ED 297 136

Consumer Protection

Frontier of Research in the Consumer Interest. Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).
874p. 10mf. L2 ED 297 136

Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Consumer Science

Frontier of Research in the Consumer Interest. Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).
874p. 10mf. L2 ED 297 136

Content Analysis

Content Analysis of the Research on Giftedness: How Well Are We Doing?
26p. 1mf. L1 ED 297 524

Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.
31p. 1mf. L1 ED 298 066

Service Journalism in the Association Magazine: A Case Study of the "Angus Journal."
26p. 1mf. L1 ED 297 321

Statistical Methodology Content Analysis of Selected Educational Research Journals.
16p. 1mf. L1 ED 298 138

Content Area Reading

Recall of Central Facts from Text.
15p. 1mf. L1 ED 297 272

Writing to Study and Learn.
58p. 1mf. L1 ED 297 316

Content Area Teaching

International Approach: Learning English through Content Area Study.
116p. 2mf. L1 ED 297 608

Content Area Writing

Carolyn Werbel's Journal: Voicing the Struggle To Make Meaning of Mathematics. Working Paper No. 160.
22p. 1mf. L2 ED 297 977

In-Class Writing Assignments in the Content Areas.
7p. 1mf. L1 ED 297 350

Knowledge Versus Knowing: The Facts and the Process of Teaching Thinking Skills.
12p. 1mf. L1 ED 297 348
Using Writing To Integrate the Curriculum: The Constructs at the Core.
21p. 1mf. L1 ED 297 787
Writing to Study and Learn.
58p. 1mf. L1 ED 297 316

Content Validity
Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
19p. 1mf. L1 ED 298 148

Context Clues
Acquisition of Word Meaning from Context by Children of High and Low Ability. Outstanding Dissertation Monograph 1985.
37p. 1mf. L1 ED 297 315

Context Effect
Research and Related Issues: Cognitive Development of the Young Child.
9p. 1mf. L1 ED 297 876

Continuing Education
Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146
Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).
593p. 7mf. L1 ED 297 647

Contracts
Agreement between Area Board of Vocational, Technical and Adult Education District One and District One Vocational, Technical Teachers' Association (WEAC, NEA), July 1985-June 1986.
35p. 1mf. L1 ED 297 836
Agreement between Lakeshore Vocational, Technical and Adult Education District Board and Lakeshore Education Association, 1987-1989.
51p. 1mf. L1 ED 297 811
Agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators, 1987-1991.
42p. 1mf. L1 ED 297 810
Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.
39p. 1mf. L1 ED 297 834
Collective Bargaining Agreement between Antelope Valley Community College and Antelope Valley College Faculty Association, June 13, 1988.

88p. 1mf. L1 ED 297 837

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.

36p. 1mf. L1 ED 297 821

Contract between the Board of Trustees of Community College District No. 20 and the Walla Walla Community College Association for Higher Education, 1987-89.

41p. 1mf. L1 ED 297 813

Employment Agreement between the County of Ulster and the Ulster County Community College Faculty Association, September 1, 1987 to August 31, 1990.

19p. 1mf. L1 ED 297 812

Library Signage: Doing It Right.

27p. 1mf. L1 ED 297 755

Master Agreement between Board of Directors of Iowa Valley Community College District (Merged Area VI) and Iowa Valley Community College Education Association/ISEA, 1987-1988.

42p. 1mf. L1 ED 297 838

Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.

73p. 1mf. L1 ED 297 835

Controversial Issues (Course Content)

Religion in Our Textbooks.

11p. 1mf. L1 ED 298 021

Conventional Instruction

Cooperative Communication: A Study of Group Interaction.

25p. 1mf. L1 ED 297 797

Conversation

Commonly Asked Questions: Communication Techniques and Aids. Revised.

6p. 1mf. L1 ED 297 500

Cooperation

Washington STAR Events Manual. Revised.

46p. 1mf. L1 ED 297 142

Cooperative Integrated Reading Composition

Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.

31p. 1mf. L1 ED 297 262

Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.

53p. 1mf. L1 ED 297 261

Cooperative Learning

Cooperative Communication: A Study of Group Interaction.

25p. 1mf. L1 ED 297 797

Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.

162p. 2mf. L1 ED 297 338

Cooperative Planning
Building Coalitions for Support of Schools.
37p. 1mf. L1 ED 297 482

Collaborative Quest for Quality.
18p. 1mf. L1 ED 297 434

Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.
25p. 1mf. L1 ED 297 121

Partnership Program Evaluation Study, Calgary Board of Education.
174p. 2mf. L1 ED 297 141

Cooperative Programs
Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229

Collaborative Quest for Quality.
18p. 1mf. L1 ED 297 434

Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

Implementing Change in Secondary Schools Using Effective Schools Research.
134p. 2mf. L2 ED 297 459

Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166

Partnership Program Evaluation Study, Calgary Board of Education.
174p. 2mf. L1 ED 297 141

Youth in Crisis: Living On the Jagged Edge.
44p. 1mf. L1 ED 298 214

Coordination
More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
100p. 2mf. L1 ED 297 117

Coordinators
National Survey in Regard to HR 5.
64p. 1mf. L1 ED 298 187

Coorientational Model
Rural Communication and Collective Coorientation: The Case of Acid Rain.
45p. 1mf. L1 ED 297 387

Coping
Children and Stress: Indications, Implications and Interventions.
22p. 1mf. L1 ED 297 207

Individual and Situational Factors in Adolescent Coping.
19p. 1mf. L1 ED 297 229

Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 556

Copyrights

Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Corporate Education
Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.
92p. 1mf. L2 ED 297 139

Corporate Support
Corporation and Foundation Giving to Community Colleges.
84p. 1mf. L1 ED 297 827

Correction for Guessing
Prediction of Item Performance by Expert Judges: A Methodology for Examining the Impact of Correction-for-Guessing Instructions on Test Taking Behavior.
14p. 1mf. L1 ED 298 171

Correctional Education
Incorporating Employability Skills into the Vocational Classroom.
13p. 1mf. L1 ED 297 124
Standards for Adult and Juvenile Correctional Education Programs.
21p. 1mf. L1 ED 297 087

Correctional Education Association
Standards for Adult and Juvenile Correctional Education Programs.
21p. 1mf. L1 ED 297 087

Correctional Rehabilitation
Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
35p. 1mf. L2 ED 297 210

Correspondence Study
Pioneering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.
13p. 1mf. L1 ED 297 104

Cost Effectiveness
Comparison of State Methods of Purchasing School Bus Bodies. Monographs in Education No. 6.
62p. 1mf. L1 ED 297 460
Report to the Legislature on Scoliosis Screening Cost/Benefit Analysis.
11p. 1mf. L1 ED 298 113
Research and Related Issues: Interactive Instructional Model.
6p. 1mf. L1 ED 297 873
When Can You Weed an Unused Book?
9p. 1mf. L1 ED 297 762

Cost Estimates
Measuring the Costs of Illiteracy in Canada.
55p. 1mf. L1 ED 297 152
Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.
27p. 1mf. L1 ED 298 191

Costs

White House Conference for a Drug Free America. Hearing on H.R. 3226 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, First Session (September 10, 1987).
27p. 1mf. L1 ED 297 238

Council on Postsecondary Accreditation

COPA Handbook.
144p. 2mf. L2 ED 297 685

COPA Self-Study Advisory Panel. Findings and Recommendations Submitted to the Board of Directors, The Council on Postsecondary Accreditation.
51p. 1mf. L2 ED 297 683

Policy Statement on Disclosure, Confidentiality and the Integrity of the Accrediting Process.
6p. 1mf. L1 ED 297 681

Policy Statement on Rights and Responsibilities of Accrediting Bodies and Institutions in the Accrediting Process.
5p. 1mf. L1 ED 297 682

Counseling Services

Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.
147p. 2mf. L1 ED 297 829

Crisis "Hotline" as Mediated Therapeutic Communication.
24p. 1mf. L1 ED 297 194

Rural Community Service Coordinator Program Interim Evaluation.
22p. 1mf. L1 ED 297 905

Therapy on the Telephone: The Decentralization of Traditional Therapy.
12p. 1mf. L1 ED 297 195

Counseling Techniques

Career Development Needs of Students.
14p. 1mf. L1 ED 297 251

Crisis "Hotline" as Mediated Therapeutic Communication.
24p. 1mf. L1 ED 297 194

Lesbian Mothers.
16p. 1mf. L1 ED 297 205

Mom and Dad Return to a Commuter Campus: A Program for Re-Parenting of Eating Disordered Females.
20p. 1mf. L1 ED 297 221

Relationships between Counselor Attribution and Intervention Choice.
16p. 1mf. L1 ED 297 203

Therapy on the Telephone: The Decentralization of Traditional Therapy.
12p. 1mf. L1 ED 297 195

Counselor Attitudes

Relationships between Counselor Attribution and Intervention Choice.
16p. 1mf. L1 ED 297 203

Counselor Characteristics
Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.
13p. 1mf. L1 ED 297 225

Counselor Client Relationship
Crisis "Hotline" as Mediated Therapeutic Communication.
24p. 1mf. L1 ED 297 194
Relationships between Counselor Attribution and Intervention Choice.
16p. 1mf. L1 ED 297 203

Counselor Training
Child Abuse Cases in an Hispanic Community: A Teaching Tool.
36p. 1mf. L1 ED 298 200

Counties
Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185

Counts (George S)
Papers and Proceedings of the Combined Annual Meetings of the Midwest History of Education Society and the History of Education Society (Chicago, Illinois, October 27-29, 1978).
69p. 1mf. L1 ED 298 043

County School Districts
Facts about Maryland's School Library Media Programs, 1986-87.
543p. 6mf. L1 ED 297 738

Course Content
Content of Composition Courses.
20p. 1mf. L1 ED 297 357
Content, Character and Choice in Schooling: Public Policy and Research Implications. Proceedings of a Symposium (Washington, D.C., April 24, 1986).
123p. 2mf. L1 ED 298 020
Foundations of American Citizenship: New Directions for Education.
184p. 2mf. L2 ED 298 062
Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.
59p. 1mf. L1 ED 297 133

Course Descriptions
Foundations of American Citizenship: New Directions for Education.
184p. 2mf. L2 ED 298 062
Occupationally Related Science. Draft Curriculum 1986-87.
114p. 2mf. L1 ED 297 975
Teacher's Guide to Advanced Placement Courses in Biology.
96p. mf. L3 ED 297 929

Course Integrated Library Instruction
Essential Skills. Library/Research/Reference Activities.
54p. 1mf. L1 ED 297 750
Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.
34p. 1mf. L1 ED 297 740

Course Objectives
Content of Composition Courses.
20p. 1mf. L1 ED 297 357

Course Organization
Developmental-Interaction Curriculum: An Approach to Training.
49p. 1mf. L1 ED 297 526
Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527
Transitions: Toward a Grounded Theory of What Happens between Lessons.
20p. 1mf. L1 ED 298 083

Course Selection (Students)
Does a Professor's Reputation Affect Course Selection?
18p. 1mf. L1 ED 297 673
Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.
151p. 2mf. L1 ED 297 945

Coursewre
Guidelines for the Development of a Microcomputer Curriculum.
64p. 1mf. L1 ED 297 147
Interactive Laser Video Disc. Health Occupations Education.
31p. 1mf. L1 ED 297 164
Microcomputer Evaluation and Production Guidelines for Students with Learning Disabilities: Two Studies.
39p. 1mf. L1 ED 297 548

Court Judges
This Honorable Court: Teacher's Guide.
24p. 1mf. L2 ED 298 025

Court Litigation
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
35p. 1mf. L1 ED 297 325
Discrimination Litigation in Academe: Effects on Institutions and Individuals.
19p. 1mf. L1 ED 297 619
Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
11p. 1mf. L1 ED 297 921
Legal Rights of Tenured and Part-Time Faculty Members in Higher Education.
21p. 1mf. L1 ED 297 645

Court Role
This Honorable Court: Teacher's Guide.
24p. 1mf. L2 ED 298 025

Craft Workers
Jim Driver, Panola County Oil and Gas Boom.
61p. 1mf. L1 ED 298 008
To Survey American Crafts: A Planning Study. Research Division Report #2.
32p. 1mf. L1 ED 298 067

Creationism
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).
195p. 3mf. L1 ED 298 047

Creative Dramatics
Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
3p. 1mf. L1 ED 297 402

Creative Thinking
Future Problem Solving Program: An Investigation of Effects on Problem Solving Ability.
30p. 1mf. L1 ED 297 485
Math Thinking Motivators. A Good Apple Math Activity Book for Grades 2-7.
102p. 2mf. L2 ED 297 999

Creative Writing
Promoting Oral Language Growth in Kindergarten through Creative Writing.
33p. 1mf. L1 ED 297 871

Credentials
Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
62p. 1mf. L1 ED 297 440

Credit Courses
Pioneering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.
13p. 1mf. L1 ED 297 104

Crime
Motor Vehicle Theft. Special Report.
13p. 1mf. L1 ED 297 246

Crime Prevention
Addressing the Causes of Youth Crime.
34p. 1mf. L2 ED 298 186

Crisis Intervention
Crisis "Hotline" as Mediated Therapeutic Communication.
24p. 1mf. L1 ED 297 194
Guidelines for Handling Crisis Situations in the Schools.
28p. 1mf. L1 ED 297 233
Rural Community Service Coordinator Program Interim Evaluation.
22p. 1mf. L1 ED 297 905
Therapy on the Telephone: The Decentralization of Traditional Therapy.
12p. 1mf. L1 ED 297 195
Youth Suicide Prevention in Vermont. The Lieutenant Governor's Task Force.
39p. 1mf. L1 ED 297 244
Criterion Referenced Tests
Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963
Critical Reading
Proceedings of the College Reading Association, Volume 5, Fall 1964.
78p. 1mf. L1 ED 297 287
Critical Thinking
Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265
Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.
15p. 1mf. L1 ED 297 280
Development of Critical Thinking: Career Ladder P.N. and A.D. Nursing Students, Pre-Health Science Freshmen, Generic Baccalaureate Sophomore Nursing Students.
45p. 1mf. L1 ED 297 153
Growing Thinkers Program, Houston Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 1).
7p. 1mf. L1 ED 297 278
Humanities and High Order Thinking Skills. Task Force Report.
19p. 1mf. L1 ED 298 015
Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281
Knowledge Versus Knowing: The Facts and the Process of Teaching Thinking Skills.
12p. 1mf. L1 ED 297 348
Poet Teaches Composition.
13p. 1mf. L1 ED 297 347
Questioning Strategies To Encourage Critical Thinking.
11p. 1mf. L1 ED 297 410
Teaching as Design: Theory, Research, and Implications for Design Teaching.

36p. 1mf. L1 ED 298 084
Teaching for Thinking: An Annotated Resource List. No. 9605. Linking R&D to Practice.
11p. 1mf. L2 ED 297 295
Using Traditional Teaching To Expand Language Development and Critical Thinking.
18p. 1mf. L1 ED 298 092

Cross Age Teaching
Peer Tutoring: Integrating Academic and Social Skills Remediation in the Classroom.
43p. 1mf. L1 ED 297 533

Cross Cultural Studies
Books Are 'Littler' than TV.
34p. 1mf. L1 ED 297 710
Facts and Fads in Beginning Reading: A Cross-Language Perspective.
224p. mf. L3 ED 297 299
Reforming Preservice Education: An International Dimension. Executive Summary.
35p. 1mf. L1 ED 298 130
Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.
42p. 1mf. L1 ED 297 226

Cross Cultural Teaching
Pragmatics and the Teaching of Writing.
10p. 1mf. L1 ED 297 322

Cross Cultural Training
Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236

Cues
Rhetoric of Essay Test Prompts.
23p. 1mf. L1 ED 297 363

Cultural Activities
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070
Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.
69p. 1mf. L1 ED 298 023

Cultural Awareness
Arizona Commission of Indian Affairs 1986-87 Annual Report.

26p. 1mf. L1 ED 297 913
Comparison of Helping, Sharing, Comforting, Honesty, and Civic Awareness for Home Care, Day Care, and Preschool Children.
38p. 1mf. L1 ED 297 883
Organizational Culture and Time.
31p. 1mf. L1 ED 297 458
Teaching the College Course: Intercultural Communication.
115p. 2mf. L1 ED 297 375

Cultural Background
Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198

Cultural Context
Many Faces of Power, Ideology and Culture: In Search of a More Interpretative Communication Research.
22p. 1mf. L1 ED 297 386
Writing and Reading in a Culturally Diverse Society: Proceedings of the Claremont Reading Conference (53rd, Claremont, California, March 20-21, 1987). 51st Yearbook.
234p. mf. L3 ED 297 300

Cultural Differences
Pragmatics and the Teaching of Writing.
10p. 1mf. L1 ED 297 322

Cultural Education
Be There!
48p. 1mf. L1 ED 297 582

Cultural Influences
Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706
Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.
17p. 1mf. L1 ED 297 938
Organizational Culture and Time.
31p. 1mf. L1 ED 297 458

Cultural Pluralism
Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115

Currency Devaluation
How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
27p. 1mf. L1 ED 297 179

Current Events
Predictive Framework for Determining How Journalists Determine News.
46p. 1mf. L1 ED 297 337

Curriculum

Collection of Articles on Computers and Information Technology.
29p. 1mf. L1 ED 297 712

Curriculum Based Assessment

Instructional Practices. Abstract IV: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 552

Curriculum Design

Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II.
297p. 4mf. L1 ED 297 433

General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987.
47p. 1mf. L1 ED 297 789

Non-College Bound English Curriculum for Arenac Eastern High School.
48p. 1mf. L1 ED 297 354

Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.
25p. 1mf. L1 ED 297 584

Curriculum Development

Applying the S.O.I. Model to Curriculum Development.
15p. 1mf. L1 ED 297 542

Building Curriculum for Young Children: Deciding on Content.
14p. 1mf. L1 ED 297 886

Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115

Designing a Curriculum for Computer Students in the Community College.
24p. 1mf. L1 ED 297 790

Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
72p. 1mf. L1 ED 297 656

Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114

Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
109p. 2mf. L1 ED 297 115

General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987.
47p. 1mf. L1 ED 297 789

Guidelines for the Development of a Microcomputer Curriculum.
64p. 1mf. L1 ED 297 147

Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Five, Number Two.

67p. 1mf. L1 ED 297 611

International Approach: Learning English through Content Area Study.

116p. 2mf. L1 ED 297 608

Introducing Multicultural Curricula into Early Childhood Education.

30p. 1mf. L1 ED 297 880

Keyboarding: Curriculum Guidelines.

39p. 1mf. L1 ED 297 112

Non-College Bound English Curriculum for Arenac Eastern High School.

48p. 1mf. L1 ED 297 354

Promoting Oral Language Growth in Kindergarten through Creative Writing.

33p. 1mf. L1 ED 297 871

Report of the Social Studies Task Force.

23p. 1mf. L1 ED 298 014

Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.

59p. 1mf. L1 ED 297 133

Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.

94p. 1mf. L1 ED 297 889

Using Traditional Teaching To Expand Language Development and Critical Thinking.

18p. 1mf. L1 ED 298 092

Curriculum Evaluation

Canadian Studies: Geography. A Report for Educators.

177p. 2mf. L1 ED 298 059

Research and Related Issues: Interactive Instructional Model.

6p. 1mf. L1 ED 297 873

Curriculum Guides

Non-College Bound English Curriculum for Arenac Eastern High School.

48p. 1mf. L1 ED 297 354

Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.

31p. 1mf. L1 ED 298 066

Cutting Scores

Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.

37p. 1mf. L1 ED 298 135

Dade County Public Schools FL

Students at Risk. Programs and Practices.

70p. 1mf. L1 ED 298 196

Daily Living Skills

Building Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.
55p. 1mf. L1 ED 297 143

Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

Vocational & Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study. Final Report.
51p. 1mf. L1 ED 297 539

Danforth Foundation

Role of Mentors in Preparing Future Principals.
35p. 1mf. L1 ED 297 419

DARCEE Program

Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.
10p. 1mf. L1 ED 297 874

Data Based Instruction

Implementing Data Based Decisions for Instruction: A Guide to Data-Based Decisions for Teaching Students with Learning Disabilities.
46p. 1mf. L1 ED 297 530

Data Based Program Modification

Instructional Practices. Abstract IV: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 552

Data Collection

Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754

Developing a Needs Assessment Plan in Continuing Professional Education.
86p. 1mf. L1 ED 297 092

Focus Groups: An Alternative Method of Gathering Qualitative Data in Communication Research.
19p. 1mf. L1 ED 297 393

Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.
66p. 1mf. L1 ED 297 859

Data Processing

Break up a File with EDLIN.
6p. 1mf. L1 ED 297 782

Research Applications of a Computerized Child Development Management Information Data Base.
8p. 1mf. L1 ED 297 864

Data Processing Occupations

Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.
20p. 1mf. L1 ED 297 128

Database Management Systems

Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
130p. 2mf. L1 ED 297 765

Databases

How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739

Inventory of Documents on Educational Planning and Management in Asia and the Pacific.
232p. 3mf. L2 ED 297 429

Peering into the Future of Advertising.
16p. 1mf. L1 ED 297 383

Study of Resources and Overture. Final Report.
21p. 1mf. L1 ED 297 940

Day Care

Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).
152p. 2mf. L1 ED 297 890

Comparison of Helping, Sharing, Comforting, Honesty, and Civic Awareness for Home Care, Day Care, and Preschool Children.
38p. 1mf. L1 ED 297 883

Separation: An Opportunity for Growth.
14p. 1mf. L1 ED 297 867

Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.
20p. 1mf. L1 ED 297 862

Day Care Centers

Introducing Multicultural Curricula into Early Childhood Education.
30p. 1mf. L1 ED 297 880

Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.
58p. 1mf. L1 ED 297 881

Deaf Blind

Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

Working with Students Who Have Dual Sensory Impairments and Cognitive Disabilities. A Handbook for Special Education Teachers and Related Services Personnel.
107p. 2mf. L1 ED 297 506

Death

Death Anxiety and Religiosity among an Older Adult Population.
20p. 1mf. L1 ED 297 222

Materials for Children about Nuclear War.
15p. 1mf. L1 ED 297 339

Death Anxiety

Death Anxiety and Religiosity among an Older Adult Population.
20p. 1mf. L1 ED 297 222

Debate Coaches

What Are the Options: The Philosophy of Using Ballots.
13p. 1mf. L1 ED 297 408

Debate Tournaments

What Are the Options: The Philosophy of Using Ballots.
13p. 1mf. L1 ED 297 408

Decision Analysis

Teacher Decision-Making.
21p. 1mf. L1 ED 297 405

Decision Making
Building Curriculum for Young Children: Deciding on Content.
14p. 1mf. L1 ED 297 886
Career Development Needs of Students.
14p. 1mf. L1 ED 297 251
Teacher Decision-Making.
21p. 1mf. L1 ED 297 405
Decision Making Skills
Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.
55p. 1mf. L1 ED 297 414
Defense Contracts
Factors Influencing the Interstate Distribution of Human Capital.
16p. 1mf. L1 ED 297 915
Definitions
At-Risk Youth: Definitions, Dimensions, and Relationships.
18p. 1mf. L1 ED 297 196
Present Issues and Interests on the Study of the History of Adult Education in Japan.
11p. 1mf. L1 ED 297 106
Research Report on Essential Factors Germane to a Child's Readiness for First Grade.
16p. 1mf. L1 ED 297 846
Social Groups in the Middle School.
8p. 1mf. L1 ED 297 869
Strategic Planning in Education: A Guide for Policymakers.
17p. 1mf. L1 ED 297 439
Degrees (Academic)
Inventory of Academic Degree Programs in South Carolina. Thirteenth Edition.
182p. 2mf. L1 ED 297 637
Minority Disproportionality in Higher Education with an Emphasis on Teacher Preparation.
61p. 1mf. L1 ED 298 110
Private School Teachers: Education and Training, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 088
Racial/Ethnic Data for 1984 Fall Enrollment and Earned Degree Recipients for Academic Year 1984-85. E.D. Tabs.
75p. 1mf. L1 ED 297 674
Time to Degree in California's Public Universities. Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.
117p. 2mf. L1 ED 297 660
Deinstitutionalization (of Disabled)
Deinstitutionalization of Minors with Mental Retardation. Abstract X: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 558
Delayed Muscle Soreness

Neutrophilia and an Anti-Inflammatory Drug as Markers of Inflammation in Delayed Muscle Soreness.
23p. 1mf. L1 ED 298 086

Delinquency

Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (September 11, 1987).
269p. 3mf. L1 ED 297 236

Delinquency Prevention

Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (September 11, 1987).
269p. 3mf. L1 ED 297 236

Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.
71p. 1mf. L1 ED 297 243

Delinquent Rehabilitation

Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
35p. 1mf. L2 ED 297 210

Delivery Systems

Annotated Bibliography on Community Integration for People with Severe Disabilities.
159p. 2mf. L1 ED 297 535

Continuing Professional Education Delivery Systems.
46p. 1mf. L1 ED 297 093

Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.
81p. 1mf. L1 ED 297 541

Federal Role in Providing Services to the Mentally Ill. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (May 19, 1987).
220p. 3mf. L1 ED 297 240

Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546

Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).
169p. 2mf. L2 ED 297 540

Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).

90p. 1mf. L1 ED 297 537

Della Vos (Victor Karlovich)
Life and Times of Victor Karlovich Della-Vos.
29p. 1mf. L1 ED 297 137

Demography
Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.
40p. 1mf. L1 ED 297 227

Planning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (October 20, 1987).
152p. 2mf. L1 ED 297 239

Serving the Newly Legalized: Their Characteristics and Current Needs.
78p. 1mf. L1 ED 298 243

Strategic Planning in Education: A Guide for Policymakers.
17p. 1mf. L1 ED 297 439

Demonstration Programs
Basic Skills--Language Arts/Writing: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
39p. 1mf. L1 ED 297 359

Basic Skills--Reading: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
77p. 1mf. L1 ED 297 301

Early Childhood/Parent Involvement. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
66p. 1mf. L1 ED 297 891

Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166

Participation of Handicapped in Apprenticeship: The State-of-the-Art.
89p. 1mf. L1 ED 297 176

Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws of 1986).
44p. 1mf. L1 ED 298 102

Serving Connecticut's Four-Year-Old Children and Their Families: *Establishing the Infrastructure*. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.
66p. 1mf. L1 ED 297 859

Demonstrations (Civil)
Marietta Celebration of Unity Case Study.
23p. 1mf. L1 ED 298 035

Dental Evaluation

Caries Prevalence in U.S. Schoolchildren 1986-87.
21p. 1mf. L1 ED 298 090

Dental Health
Caries Prevalence in U.S. Schoolchildren 1986-87.
21p. 1mf. L1 ED 298 090

Department Heads
Directing Freshman English: Who Really Has Control?
26p. 1mf. L1 ED 297 344
Role of the Modern English Department Chair.
22p. 1mf. L1 ED 297 346

Department of Education
Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426

Department of Justice
Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
11p. 1mf. L1 ED 297 921

Depression (Economic 1929)
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).
195p. 3mf. L1 ED 298 047
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).
175p. 2mf. L1 ED 298 049

Depression (Psychology)
Songs of Despair: A Case Study of Adolescent Suicide.
24p. 1mf. L1 ED 297 245

Deregulation
Broadcast Deregulation Presents New Options for Land-Grant Radio Public Service, News Programming.
14p. 1mf. L1 ED 297 896

Desegregation Effects
Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194
Evaluation Program for Integrated Elementary Schools and Programs. Multicultural Education Resource Series.
20p. 1mf. L1 ED 298 217

Desegregation Litigation
Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194

Desensitization
Helping Developmental Students Overcome Communication Apprehension.
20p. 1mf. L1 ED 297 397

Design
Design and Drawing for Production. Syllabus. Field Test Edition II.
101p. 2mf. L1 ED 297 191
Teaching as Design: Theory, Research, and Implications for Design Teaching.
36p. 1mf. L1 ED 298 084

Design Crafts
East Texas Quilts.
44p. 1mf. L1 ED 298 005

Design Requirements
Accessible Computers from the Box.
15p. 1mf. L2 ED 297 545
Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
21p. 1mf. L2 ED 297 707

Determiners (Languages)
Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 8.
62p. 1mf. L1 ED 297 260

Developed Nations
Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.
27p. 1mf. L1 ED 297 453

Developing Nations
Assessment of Educational Achievement in Asia and the Pacific. Report of a Seminar (Tokyo, Japan, January 20-February 1, 1986).
239p. 3mf. L1 ED 297 428
Comment preparer des materiaux destines aux nouveaux lecteurs (How To Prepare Materials Intended for New Readers).
74p. 1mf. L1 ED 297 271
Communication, Development, and New Social Movements: A European Perspective.
20p. 1mf. L1 ED 297 385
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.
280p. 3mf. L1 ED 297 432
How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
27p. 1mf. L1 ED 297 179
International Cooperation in Human Resource Development.
16p. 1mf. L1 ED 297 726
Literacy for Revitalization in the SADCC Countries of Southern Africa.

19p. 1mf. L1 ED 297 304

Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific. Research Proposal. Report of a Regional Workshop (1st, Tokyo, Japan, June 17-July 10, 1986).

80p. 1mf. L1 ED 297 427

Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).

180p. 2mf. L1 ED 297 181

Development Communication

Communication, Development, and New Social Movements: A European Perspective.

20p. 1mf. L1 ED 297 385

Developmental Assessment

Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.

207p. 3mf. L1 ED 297 848

Developmental Disabilities

Guide for Referral and Case Coordination for Young Children in Hospital Settings.

199p. 3mf. L1 ED 297 487

Psychometric Characteristics of the Child Development Rating Scales.

12p. 1mf. L1 ED 297 509

Developmental Evaluation Services for Child

Developmental Pediatrician's Experience with Four-Year-Olds in Schools: A Suggested Approach to Common Problems.

6p. 1mf. L1 ED 297 877

Developmental Inventory of Sources of Stres

Developmental Inventory of Sources of Stress.

39p. 1mf. L1 ED 298 182

Developmental Programs

Proceedings of the College Reading Association, Volume 1, Spring 1961.

82p. 1mf. L1 ED 297 283

Developmental Stages

Development of Expertise in Pedagogy.

35p. 1mf. L1 ED 298 122

Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.

11p. 1mf. L1 ED 297 843

Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.

47p. 1mf. L2 ED 297 515

Developmental Students

Helping Developmental Students Overcome Communication Apprehension.

20p. 1mf. L1 ED 297 397

Developmentally Appropriate Programs
Lipman Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipman Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
63p. 1mf. L1 ED 297 872
Promoting Oral Language Growth in Kindergarten through Creative Writing.
33p. 1mf. L1 ED 297 871
Research and Related Issues: Cognitive Development of the Young Child.
9p. 1mf. L1 ED 297 876
Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.
94p. 1mf. L1 ED 297 889

Dewey (John)
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).
204p. 3mf. L1 ED 298 048

Diachronic Linguistics
Chamorro Language Issues and Research on Guam. A Book of Readings.
214p. 3mf. L1 ED 297 587

Diagnostic Teaching
Power Approach to Writing.
471p. 5mf. L2 ED 297 151

Diagnostic Tests
Brain Functioning and Reading Remediation: Progress in Research and Practice.
23p. 1mf. L1 ED 297 282
Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
72p. 1mf. L1 ED 297 656

Dial Access Information Systems
Single System Image: An Information Systems Strategy. Professional Paper Series, #1.
30p. 1mf. L1 ED 297 687

Dialects
Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

Dictation
Information Processing Applications: Curriculum Guidelines.

133p. 2mf. L1 ED 297 111

Differences
Factors Influencing the Interstate Distribution of Human Capital.
16p. 1mf. L1 ED 297 915

Difficulty Level
Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.
13p. 1mf. L1 ED 298 170

Measuring the Instructional Sensitivity of ESL Reading Comprehension Items.
20p. 1mf. L1 ED 297 591

Diffusion (Communication)
Freedom of Expression in the Original Constitution: A Bicentennial Review.
9p. 1mf. L1 ED 297 411

Dinka
Dinka Vowel System. Publications in Linguistics Number 82.
102p. 2mf. L2 ED 297 580

Direct Instruction
Academic Learning Time. Abstract I: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 549

Direct Instruction Model
Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.
10p. 1mf. L1 ED 297 874

Disabilities
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523

((Educating the Handicapped to Enter the World of Work)).
8p. 1mf. L1 ED 297 522

Accessible Computers from the Box.
15p. 1mf. L2 ED 297 545

Adapting Instructional Materials for Mainstreamed Students. Abstract IX: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 557

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.
118p. 2mf. L1 ED 297 486

Commonly Asked Questions: Computers. Revised.
7p. 1mf. L1 ED 297 501

Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505

Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.
29p. 1mf. L1 ED 297 443

Early Childhood Identification of Handicapped or "At Risk" Children. Absract VI: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 554

Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.
60p. 1mf. L1 ED 297 488

Equity for Targeted Populations in Vocational Technical Education.
57p. 1mf. L1 ED 297 173

Finance Formula. Abstract II: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 550

Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).
93p. 1mf. L1 ED 297 538

Guide for Referral and Case Coordination for Young Children in Hospital Settings.
199p. 3mf. L1 ED 297 487

Implementing Data Based Decisions for Instruction: A Guide to Data-Based Decisions for Teaching Students with Learning Disabilities.
46p. 1mf. L1 ED 297 530

Instructional Practices. Abstract IV: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 552

Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546

Least Restrictive Environment. Abstract III: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 551

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
57p. 1mf. L1 ED 297 547

National Survey of Services Provided for Disabled Students in Higher Education. Research Report #19-87.
20p. 1mf. L1 ED 297 668

Participation of Handicapped in Apprenticeship: The State-of-the-Art.

89p. 1mf. L1 ED 297 176
Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.
16p. 1mf. L1 ED 297 510
Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495
State of the Art in Microcomputer Use for Japanese Special Education.
13p. 1mf. L1 ED 297 492
Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
50p. 1mf. L1 ED 297 559
Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).
16p. 1mf. L1 ED 297 503
Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
15p. 1mf. L1 ED 297 516
Training Program for Paraprofessionals Working in Special Education and Related Services.
195p. 3mf. L2 ED 297 517
VIPES: Video Interacting "Personably" with Exceptional Student Education.
104p. 2mf. L1 ED 297 692

Disadvantaged

Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156
Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
205p. 3mf. L1 ED 297 154
Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Disaster Planning

Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
190p. 2mf. L2 ED 297 769

Discipline

Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.

29p. 1mf. L1 ED 297 443

In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.
14p. 1mf. L1 ED 297 250

Discipline Based Art Education

Preservice Challenge: Discipline-Based Art Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utah, August 8-15, 1987).
233p. 3mf. L1 ED 298 077

Role of Discipline-Based Art Education in America's Schools.
47p. 1mf. L1 ED 298 034

Discipline Problems

Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.
29p. 1mf. L1 ED 297 443

Discourse Analysis

Hugh Blair and the Female Pen.
20p. 1mf. L1 ED 297 331

Political Myth and Social Action: John C. Calhoun's Defense of Nullification.
33p. 1mf. L1 ED 297 409

Discovery Learning

Teachers' Adoption of Multimedia Technologies for Science and Mathematics Instruction. Technical Report No. 40.
28p. 1mf. L2 ED 297 708

Discussion (Teaching Technique)

Cooperative Communication: A Study of Group Interaction.
25p. 1mf. L1 ED 297 797

Teaching Group Participation Skills to the Learning Disabled: A Key to Effective Mainstreaming.
17p. 1mf. L1 ED 297 511

Disease Control

Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.
147p. 2mf. L1 ED 297 829

Guidelines for Effective School Health Education To Prevent the Spread of AIDS.
17p. 1mf. L1 ED 298 114

Management of Chronic Infectious Diseases in School Children.
29p. 1mf. L1 ED 297 493

Victims of AIDS: Family, Society, Cost and Outlook.
21p. 1mf. L1 ED 297 088

Diseases

Alzheimer's Disease. LC Science Tracer Bullet 87-2.
12p. 1mf. L1 ED 297 213

Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.
207p. 3mf. L1 ED 297 848

Dislocated Workers

Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.

75p. 1mf. L1 ED 297 156
National Commission for Employment Policy Eleventh Annual Report. Including Findings and Recommendations on Goals for the Workplace and Implications for Policy. Report No. 20.
34p. 1mf. L1 ED 297 116
Workforce Reduction Committees. A Labor/Management Approach.
26p. 1mf. L2 ED 297 170

Distance Education
Pioneering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.
13p. 1mf. L1 ED 297 104

Divorce
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
171p. 2mf. L2 ED 297 232
Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
11p. 1mf. L1 ED 297 843

Document Delivery
Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.
221p. 3mf. L1 ED 297 768
New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Doonesbury
Doonesbury and the Limits of Satire.
31p. 1mf. L1 ED 297 377

Dowling College NY
Examination of the Perceptions of Academic Freedom of Dowling College Faculty Members and Administrators in General. The Emergence of Higher Education in America.
105p. 2mf. L1 ED 297 672

Drama
Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
3p. 1mf. L1 ED 297 402

Drama in Education
Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
3p. 1mf. L1 ED 297 402

Driver Education
Washington State Traffic Safety Education Curriculum Guide. A Master Guide for Implementing a Performance-Based Curriculum.
338p. 4mf. L1 ED 297 144

Dropout Characteristics
At-Risk Youth: Definitions, Dimensions, and Relationships.

18p. 1mf. L1 ED 297 196

Dropout Prevention

At-Risk Students: Approaches to Identification and Intervention.
22p. 1mf. L1 ED 297 230

At-Risk Youth: Definitions, Dimensions, and Relationships.
18p. 1mf. L1 ED 297 196

Dropout Dilemma: Searching for Formulas That Work.
12p. 1mf. L1 ED 297 110

Effective Dropout Prevention: The Case for Schoolwide Reform.
77p. 1mf. L1 ED 298 225

School Dropouts: Policy Prospects. Policy Issues.
26p. 1mf. L1 ED 297 423

Students at Risk. Programs and Practices.
70p. 1mf. L1 ED 298 196

Vocational Education and the Retention of At-Risk Youth.
15p. 1mf. L1 ED 297 123

Dropout Programs

Dropout Dilemma: Searching for Formulas That Work.
12p. 1mf. L1 ED 297 110

Effective Dropout Prevention: The Case for Schoolwide Reform.
77p. 1mf. L1 ED 298 225

Students at Risk. Programs and Practices.
70p. 1mf. L1 ED 298 196

Vocational Education and the Retention of At-Risk Youth.
15p. 1mf. L1 ED 297 123

Dropout Rate

Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.
133p. 2mf. L1 ED 297 421

Standardizing School Dropout Measures. CPRE Research Report Series.
33p. 1mf. L1 ED 298 184

Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.
56p. 1mf. L1 ED 297 150

Dropout Research

School Dropouts: Policy Prospects. Policy Issues.
26p. 1mf. L1 ED 297 423

Standardizing School Dropout Measures. CPRE Research Report Series.
33p. 1mf. L1 ED 298 184

Vocational Education and the Retention of At-Risk Youth.
15p. 1mf. L1 ED 297 123

Dropouts

Individual and Situational Factors in Adolescent Coping.
19p. 1mf. L1 ED 297 229

Drought

Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.

13p. 1mf. L1 ED 297 180

Drug Abuse

Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
15p. 1mf. L1 ED 297 661

White House Conference for a Drug Free America. Final Report.
246p. 3mf. L1 ED 298 100

Drug Addiction

Comparison of Male and Female Addicts and Non-Addicts on the Tennessee Self Concept Scale.
25p. 1mf. L1 ED 297 197

Drug Education

Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211

White House Conference for a Drug Free America. Final Report.
246p. 3mf. L1 ED 298 100

Drug Therapy

Neutrophilia and an Anti-Inflammatory Drug as Markers of Inflammation in Delayed Muscle Soreness.
23p. 1mf. L1 ED 298 086

Survey of Research on Sexually Transmitted Diseases.
140p. 2mf. L1 ED 298 112

Drug Use

White House Conference for a Drug Free America. Hearing on H.R. 3226 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, First Session (September 10, 1987).
27p. 1mf. L1 ED 297 238

Dyslexia

Dyslexia and the College Student.
24p. 1mf. L1 ED 297 313

Early Childhood Education

Early Childhood/Parent Involvement. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
66p. 1mf. L1 ED 297 891

Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.
10p. 1mf. L1 ED 297 874

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).
204p. 3mf. L1 ED 298 048

Quandaries in the Trend toward Earlier Education: The Role of Research.

12p. 1mf. L1 ED 297 879
Shaping the Future: Teaching Our Youngest Students. Research Brief #2.
9p. 1mf. L1 ED 297 847
Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
29p. 1mf. L1 ED 297 855
Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.
58p. 1mf. L1 ED 297 881

Early Identification
Early Childhood Identification of Handicapped or "At Risk" Children. Absract VI: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 554

Early Intervention
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523
Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.
60p. 1mf. L1 ED 297 488
Guide for Referral and Case Coordination for Young Children in Hospital Settings.
199p. 3mf. L1 ED 297 487
Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.
31p. 1mf. L1 ED 297 512
Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
31p. 1mf. L2 ED 297 514
Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
15p. 1mf. L1 ED 297 516
Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.
47p. 1mf. L2 ED 297 515

Early Parenthood
Individual and Situational Factors in Adolescent Coping.
19p. 1mf. L1 ED 297 229
Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
91p. 1mf. L1 ED 297 131
Teen-Age Pregnancy Legislation in the States.
18p. 1mf. L2 ED 297 844

Ecology
Biological Diversity. Global Issues Education Packet.
18p. 1mf. L2 ED 297 983
Marine and Coastal Resources. Global Issues Education Packet.
24p. 1mf. L2 ED 297 982
National Audubon Society Specials. Teacher's Guide I.
38p. 1mf. L2 ED 297 944
Tropical Forests. Global Issues Education Packet.
16p. 1mf. L2 ED 297 979

Economic Change
Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.
235p. 3mf. L1 ED 298 024

Economic Climate
Economy and Higher Education.
12p. 1mf. L1 ED 297 648
Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.
13p. 1mf. L1 ED 297 180

Economic Development
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802
Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165
Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).
180p. 2mf. L1 ED 297 181

Economic Factors
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070
U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Economic Impact
Economic Impact of Georgian Court College on the Local Economy.
39p. 1mf. L1 ED 297 633
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070

Economic Influences
Economic Impact of Georgian Court College on the Local Economy.
39p. 1mf. L1 ED 297 633

Economic Opportunities
Economic Prosperity and the Responsibility of Public Education in Metro New Orleans.
31p. 1mf. L1 ED 298 228

Economic Theory
Economics: An Analysis of Unintended Consequences. Volume 1: Introduction to Microeconomics.
252p. 3mf. L1 ED 298 074
Economics: An Analysis of Unintended Consequences. Volume 2:

Introduction to Macroeconomics.
248p. 3mf. L1 ED 298 075

Economically Disadvantaged

Effective Schools and the Problems of the Poor.
25p. 1mf. L1 ED 298 212

Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
4p. 1mf. L1 ED 298 213

Economics

Agriculture and Water Quality. Issues in Agricultural Policy. Agriculture Information Bulletin Number 548.
8p. 1mf. L1 ED 297 187

Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086

Economics: An Analysis of Unintended Consequences. Volume 1: Introduction to Microeconomics.
252p. 3mf. L1 ED 298 074

Economics: An Analysis of Unintended Consequences. Volume 2: Introduction to Macroeconomics.
248p. 3mf. L1 ED 298 075

How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
27p. 1mf. L1 ED 297 179

Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.
31p. 1mf. L1 ED 298 066

Economics Education

Economics: An Analysis of Unintended Consequences. Volume 1: Introduction to Microeconomics.
252p. 3mf. L1 ED 298 074

Economics: An Analysis of Unintended Consequences. Volume 2: Introduction to Macroeconomics.
248p. 3mf. L1 ED 298 075

Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.
97p. 2mf. L1 ED 298 002

Editing

Rationale and Content for English-Language Arts. Survey of Academic Skills: Grade 12. Preliminary Edition.
49p. 1mf. L2 ED 297 349

Editorials

How the Daily Press Looks at Hunger.
37p. 1mf. L1 ED 297 371

Women on Editorial Pages: Characteristics and Attitudes.
34p. 1mf. L1 ED 297 364

Editors

What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.

29p. 1mf. L1 ED 297 323
Women on Editorial Pages: Characteristics and Attitudes.
34p. 1mf. L1 ED 297 364

Education Consolidation Improvement Act Cha

Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
53p. 1mf. L1 ED 298 222
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
41p. 1mf. L1 ED 298 221
E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.
37p. 1mf. L1 ED 298 195
Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.
110p. 2mf. L1 ED 297 908
Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).
95p. 1mf. L1 ED 297 475
Evolution of the Compensatory Education Program.
26p. 1mf. L1 ED 298 202
Federal Role and Chapter 1: Rethinking Some Basic Assumptions.
18p. 1mf. L1 ED 298 205
Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207
How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.
21p. 1mf. L1 ED 298 209
Impact of the Felton Decision; Chapter 1 Services in One Archdiocese.
31p. 1mf. L1 ED 297 264
National Survey in Regard to HR 5.
64p. 1mf. L1 ED 298 187
Next Steps in Urban Education.
12p. 1mf. L1 ED 298 210
Policy Options for the Future of Compensatory Education: Conference Papers (Washington, D.C., November 18-19, 1986).
249p. 3mf. L1 ED 298 201
Problem of Quality in Chapter 1.
14p. 1mf. L1 ED 298 208
Program Strategy and Design: Options for Federal Actions in Education.
19p. 1mf. L1 ED 298 203
Selecting Students and Services for Chapter 1: Reactions. Revised.
27p. 1mf. L1 ED 298 206
State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.
50p. 1mf. L1 ED 298 223
Washington State ECIA Chapter 2 District Programs End-of-Year,

1986-87.
20p. 1mf. L1 ED 298 219

Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.
20p. 1mf. L1 ED 298 218

Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
23p. 1mf. L1 ED 298 220

Education Courses

Educating for Excellence: The Role of Instructional Technology.
17p. 1mf. L1 ED 297 697

Education Majors

Financial Aid for Minorities in Education.
49p. 1mf. L2 ED 297 626

1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.
45p. 1mf. L1 ED 298 082

Education Service Centers

Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.
8p. 1mf. L1 ED 297 437

Education Work Relationship

((Educating the Handicapped to Enter the World of Work)).
8p. 1mf. L1 ED 297 522

Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
110p. 2mf. L1 ED 297 159

Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097

High School Preparation for Employment.
163p. 2mf. L1 ED 297 158

How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160

Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
62p. 1mf. L1 ED 297 440

Educational Administration

Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.
78p. 1mf. L2 ED 298 031

Inventory of Documents on Educational Planning and Management in Asia and the Pacific.

232p. 3mf. L2 ED 297 429
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (8th, Chicago, Illinois, October 24-27, 1973).
103p. 2mf. L1 ED 298 038
Some Popular Assertions about School Administration: Are They Myths or Realities? ERS Concerns in Education.
32p. mf. L3 ED 297 473
Towards Research-Driven and Research-Based Postgraduate Curricula for Educational Administrators.
22p. 1mf. L1 ED 297 446

Educational Administration Skills Inventory

Needs Assessment for Administrator Training--As If You Were Serious!
20p. 1mf. L1 ED 297 464

Educational Assessment

Assessment of Educational Achievement in Asia and the Pacific. Report of a Seminar (Tokyo, Japan, January 20-February 1, 1986).
239p. 3mf. L1 ED 297 428
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.
280p. 3mf. L1 ED 297 432
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II.
297p. 4mf. L1 ED 297 433
Evaluating a Three-Ring Circus--or, Understanding Complex Change in Complex Circumstances.
26p. 1mf. L1 ED 298 137
Evaluation and Assessment Processes in Nebraska Public Schools. A Staff Report. Education Interim Study LR 181.
162p. 2mf. L1 ED 298 136
Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
33p. 1mf. L1 ED 298 139
Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426
Memoria de la XXII Reunion Ordinaria de la Asamblea General de la ANUIES (Report of the 22nd Meeting of the General Assembly of the National Association of Universities and Institutions of Higher Education) (22nd, Manzanillo, Colima, Mexico, October 1986).
188p. 2mf. L1 ED 297 609
Program Evaluation and Testing in the Educational Programs of Micronesia--When Benchmarks are Needed.
18p. 1mf. L1 ED 297 585
Show Me Excellence: Assessment in Missouri Public Colleges and Universities.
61p. 1mf. L1 ED 297 678

(Continued)

Student Assessment in Architecture Schools.
10p. 1mf. L1 ED 297 671

Study of Resources and Overture. Final Report.
21p. 1mf. L1 ED 297 940

Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

Trends in the Accreditation Relationships of U.S. Postsecondary Institutions. 1978-1985.
17p. 1mf. L2 ED 297 684

Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930

1987 Colorado Writing Assessment.
26p. 1mf. L1 ED 297 320

Educational Attainment

Characteristics of Successful Indian Students: Research and Development Program for Indian Education.
15p. 1mf. L1 ED 297 909

Factors Influencing the Interstate Distribution of Human Capital.
16p. 1mf. L1 ED 297 915

GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
91p. 1mf. L1 ED 297 131

Educational Attitudes

Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
5p. 1mf. L1 ED 297 095

Status of Adult Education Historical Research in the United States.
8p. 1mf. L1 ED 297 107

What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?
17p. 1mf. L1 ED 297 109

Educational Benefits

History: Its Place in the Study of Adult Education.
19p. 1mf. L1 ED 297 103

Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.

56p. 1mf. L1 ED 297 150
What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?
17p. 1mf. L1 ED 297 109

Educational Change

Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.
133p. 2mf. L1 ED 297 421
Commitment to America's Children.
21p. 1mf. L1 ED 298 121
Development of Renewed Secondary Education in Belgium.
28p. 1mf. L1 ED 297 457
Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.
140p. 2mf. L1 ED 297 721
Experiences in School Improvement. The Story of 16 American Districts.
92p. 1mf. L1 ED 297 480
General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987.
47p. 1mf. L1 ED 297 789
Growing into Schools of the Future: A Description of the Requisite Conditions and a Process for the Development of Self-Organizing Schools.
9p. 1mf. L1 ED 297 435
Implementing Change in Secondary Schools Using Effective Schools Research.
134p. 2mf. L2 ED 297 459
Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146
Legislative and State Educational Agency Perspectives on Teacher Incentive Policy. Summary of Presentation.
36p. 1mf. L1 ED 298 081
North Carolina's Lead Teacher/Restructured School Pilot Project: An Interim Report.
19p. 1mf. L2 ED 297 467
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (15th, Chicago, Illinois, October 26-27, 1979).
200p. 3mf. L1 ED 298 044
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).
133p. 2mf. L1 ED 298 039
Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.
27p. 1mf. L1 ED 297 453
Primary Education in Iceland. Project No. 8: "Innovation in

Primary Education."
9p. 1mf. L2 ED 297 851

Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."
15p. 1mf. L2 ED 297 870

Private Sector Initiatives in Educational Reform. Proceedings of a Conference Sponsored by the National Advisory Council on Educational Research and Improvement (2nd, Washington, D.C., April 2, 1987).
89p. 1mf. L1 ED 297 420

Quandaries in the Trend toward Earlier Education: The Role of Research.
12p. 1mf. L1 ED 297 879

Report Card on School Reform. The Teachers Speak.
90p. 1mf. L2 ED 298 099

Strategic Planning for Educational Reform and Improvement.
56p. 1mf. L1 ED 297 462

Summary of National Reform Recommendations. Program Report Prepared for the Chicago School Reform Design Project.
30p. 1mf. L1 ED 297 461

Talking with Educators. The Results of a Series of Conferences Designed To Give Voice to the Views of Outstanding North Carolina Educators.
34p. 1mf. L2 ED 297 466

Ways that Schools Are: Lessons for Reformers.
27p. 1mf. L1 ED 298 211

Educational Cooperation

Building Coalitions for Support of Schools.
37p. 1mf. L1 ED 297 482

Educational Counseling

New Start Program: Third-Year Report.
23p. 1mf. L1 ED 297 831

Educational Development

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (15th, Chicago, Illinois, October 26-27, 1979).
200p. 3mf. L1 ED 298 044

Educational Diagnosis

Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494

Survey of Language Services to Adolescents in Oregon Public Schools.
27p. 1mf. L1 ED 297 496

Educational Economics

Comparison of Revenues and Expenditures and Michigan School Districts, Educational Background, Median Family Income, Racial Makeup and the Dropout Rate.
24p. 1mf. L1 ED 297 438

Economy and Higher Education.
12p. 1mf. L1 ED 297 648

Educational Environment

Analysis of Multiple Indicators To Evaluate School Improvement Projects.
38p. 1mf. L1 ED 298 147

Back to Basics: Unions Reaffirms Their Campus Roles.
6p. 1mf. L1 ED 297 621

Effective Dropout Prevention: The Case for Schoolwide Reform.
77p. 1mf. L1 ED 298 225

Effective Schools and the Problems of the Poor.
25p. 1mf. L1 ED 298 212

Examination of the Perceptions of Academic Freedom of Dowling College Faculty Members and Administrators in General. The Emergence of Higher Education in America.
105p. 2mf. L1 ED 297 672

From Gemeinschaft to Gesellschaft: A Case Study of Student Transition from Elementary School to High School.
37p. 1mf. L1 ED 297 450

Growing into Schools of the Future: A Description of the Requisite Conditions and a Process for the Development of Self-Organizing Schools.
9p. 1mf. L1 ED 297 435

Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935

Educational Experience

Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086

Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.
58p. 1mf. L1 ED 297 881

Educational Facilities

Educational Facilities in Japan. NIER Occasional Paper 01/87.
25p. 1mf. L1 ED 297 431

Educational Space Requirements and the Effective Use of Resources. Conclusions of a Seminar (Lysebu, Voksenkollen, Norway, May 20-23, 1986).
43p. 1mf. L2 ED 297 470

Educational Facilities Design

Design Ideas for Play Spaces for Three to Six Year Olds: Educational Building Digest 19.
17p. 1mf. L1 ED 297 904

Educational Facilities Improvement

Educational Space Requirements and the Effective Use of Resources. Conclusions of a Seminar (Lysebu, Voksenkollen, Norway, May 20-23, 1986).

43p. 1mf. L2 ED 297 470

Ways that Schools Are: Lessons for Reformers.
27p. 1mf. L1 ED 298 211

Educational Facilities Planning

Educational Facilities in Japan. NIER Occasional Paper 01/87.
25p. 1mf. L1 ED 297 431

Papers and Proceedings of the Midwest History of Education Society Annual Meeting (16th, Chicago, Illinois, October 24-25, 1980).
201p. 3mf. L1 ED 298 045

Program of Requirements Guidelines.
23p. 1mf. L2 ED 297 465

Selecting the "Right" Microcomputer.
6p. 1mf. L2 ED 297 701

Educational Finance

Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988.
42p. 1mf. L1 ED 298 239

College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
102p. 2mf. L1 ED 297 680

Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839

Educational Reform or National Survival: Take Your Pick.
18p. 1mf. L1 ED 298 064

Finance Formula. Abstract II: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 550

Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).
93p. 1mf. L1 ED 297 538

Indian Education: Focus on Past, Present & Future. The 13th Annual Report to the Congress of the United States. Fiscal Year 1986.
44p. 1mf. L1 ED 297 901

Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 88-16.
36p. 1mf. L1 ED 297 654

Memoria de la XXII Reunion Ordinaria de la Asamblea General de la ANUIES (Report of the 22nd Meeting of the General Assembly of the National Association of Universities and Institutions of Higher Education) (22nd, Manzanillo, Colima, Mexico, October 1986).
188p. 2mf. L1 ED 297 609

National Survey in Regard to HR 5.
64p. 1mf. L1 ED 298 187

Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
19p. 1mf. L1 ED 297 653

Paying for College: Student Loans and Alternative Financing Mechanisms.

30p. 1mf. L1 ED 297 644
Public Elementary and Secondary School Revenues and Current Expenditures for Fiscal Year 1987 (School Year 1986-87): Preliminary Tabulations. E.D. TABS.
14p. 1mf. L1 ED 297 484
Some Popular Assertions about School Administration: Are They Myths or Realities? ERS Concerns in Education.
32p. mf. L3 ED 297 473

Educational Games
Let Your Students Talk and Teach.
34p. 1mf. L1 ED 297 581

Educational History
Report on Studies in the History of Adult Education in Sweden .
15p. 1mf. L1 ED 297 108
American Reading Instruction.
528p. 6mf. L1 ED 297 273
Berlin's Adult Education Centres (Volkshochschulen) from 1945 to 1960.
7p. 1mf. L1 ED 297 105
History: Its Place in the Study of Adult Education.
19p. 1mf. L1 ED 297 103
New Upper Secondary School Education in Japan. NIER Occasional Paper 02/86.
17p. 1mf. L1 ED 297 430
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (13th, Chicago, Illinois, October 28-29, 1977).
114p. 2mf. L1 ED 298 042
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (11th, Chicago, Illinois, October 24-25, 1975).
121p. 2mf. L1 ED 298 040
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicago, Illinois, October 29-30, 1976).
159p. 2mf. L1 ED 298 041
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).
133p. 2mf. L1 ED 298 039
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (8th, Chicago, Illinois, October 24-27, 1973).
103p. 2mf. L1 ED 298 038
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (7th, Chicago, Illinois, October 27-28, 1972).
175p. 2mf. L1 ED 298 037
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (23rd, Chicago, Illinois, November 5-7, 1987).

233p. 3mf. L1 ED 298 052
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (21st, Chicago, Illinois, October 25-26, 1985).

131p. 2mf. L1 ED 298 050
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October 24-25, 1986).

247p. 3mf. L1 ED 298 051
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (17th, Chicago, Illinois, October 30-31, 1981).

150p. 2mf. L1 ED 298 046
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).

195p. 3mf. L1 ED 298 047
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).

204p. 3mf. L1 ED 298 048
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).

175p. 2mf. L1 ED 298 049
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (15th, Chicago, Illinois, October 26-27, 1979).

200p. 3mf. L1 ED 298 044
Papers and Proceedings of the Combined Annual Meetings of the Midwest History of Education Society and the History of Education Society (Chicago, Illinois, October 27-29, 1978).

69p. 1mf. L1 ED 298 043
Papers and Proceedings of the Midwest History of Education Society Annual Meeting (16th, Chicago, Illinois, October 24-25, 1980).

201p. 3mf. L1 ED 298 045
Pedagogical Ideas in Popular Adult Education.

6p. 1mf. L1 ED 297 101
Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.

17p. 1mf. L1 ED 297 102
Present Issues and Interests on the Study of the History of Adult Education in Japan.

11p. 1mf. L1 ED 297 106
Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.

51p. 1mf. L1 ED 297 318

Status of Adult Education Historical Research in the United States.
8p. 1mf. L1 ED 297 107

What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?
17p. 1mf. L1 ED 297 109

Educational Improvement

Basic Skills-Multi Disciplinary. Proved Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
50p. 1mf. L1 ED 297 892

Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229

Counseling: A Facet of Excellence.
22p. 1mf. L1 ED 297 209

Development of a Questionnaire for Assessing Principal Change Facilitator Style.
27p. 1mf. L1 ED 297 463

Early Childhood/Parent Involvement. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
66p. 1mf. L1 ED 297 891

Economic Prosperity and the Responsibility of Public Education in Metro New Orleans.
31p. 1mf. L1 ED 298 228

Effective Schools and the Problems of the Poor.
25p. 1mf. L1 ED 298 212

Experiences in School Improvement. The Story of 16 American Districts.
92p. 1mf. L1 ED 297 480

Measuring the Costs of Illiteracy in Canada.
55p. 1mf. L1 ED 297 152

Preservice Challenge: Discipline-Based Art Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utah, August 8-15, 1987).
233p. 3mf. L1 ED 298 077

Private Sector Initiatives in Educational Reform. Proceedings of a Conference Sponsored by the National Advisory Council on Educational Research and Improvement (2nd, Washington, D.C., April 2, 1987).
89p. 1mf. L1 ED 297 420

Redesigning Rural Education: Ideas for Action.
23p. 1mf. L1 ED 297 897

Summary of National Reform Recommendations. Program Report Prepared for the Chicago School Reform Design Project.
30p. 1mf. L1 ED 297 461

Ways that Schools Are: Lessons for Reformers.
27p. 1mf. L1 ED 298 211

Educational Innovation

Development of a Questionnaire for Assessing Principal Change Facilitator Style.
27p. 1mf. L1 ED 297 463

Excellence in Our Schools: Differences That Count.
10p. 1mf. L1 ED 297 698

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
57p. 1mf. L1 ED 297 547

Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
10p. 1mf. L2 ED 297 852

Risky Business: Changing a Secondary School.
432p. 5mf. L1 ED 297 469

Educational Legislation

Alternatives to Certification. Issue Paper #8602. Revised.
8p. 1mf. L1 ED 298 116

Community College Laws of North Carolina, 1987 Edition.
70p. 1mf. L1 ED 297 822

Legislative and State Educational Agency Perspectives on Teacher Incentive Policy. Summary of Presentation.
36p. 1mf. L1 ED 298 081

Models of Teacher Evaluation. Policy Bulletin No. 2.
5p. 1mf. L1 ED 297 456

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (8th, Chicago, Illinois, October 24-27, 1973).
103p. 2mf. L1 ED 298 038

Educational Methods

Pedagogical Ideas in Popular Adult Education.
6p. 1mf. L1 ED 297 101

Positive Effects of Implementing Special Education Strategies in the General Classroom.
30p. 1mf. L1 ED 297 534

Educational Needs

Designing a Curriculum for Computer Students in the Community College.
24p. 1mf. L1 ED 297 790

Dropout Dilemma: Searching for Formulas That Work.
12p. 1mf. L1 ED 297 110

Four-Year-Old Movement: Motivations, Outcomes and a Few Unanswered Questions.
6p. 1mf. L1 ED 297 878

Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.
73p. 1mf. L1 ED 298 238

Macomb Community College Community Relations Plan, 1988.
103p. 2mf. L1 ED 297 808

Needs Assessment of the Medical Laboratory Technology Students at New York City Technical College.
47p. 1mf. L1 ED 297 145

Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.
17p. 1mf. L1 ED 297 102

Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.
66p. 1mf. L1 ED 297 859

Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
13p. 1mf. L1 ED 297 163

Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.
59p. 1mf. L1 ED 297 133

Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
15p. 1mf. L1 ED 297 516

What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?
17p. 1mf. L1 ED 297 109

Educational Objectives

Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.
207p. 3mf. L1 ED 297 848

Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
14p. 1mf. L1 ED 297 863

Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
35p. 1mf. L1 ED 298 167

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
36p. 1mf. L1 ED 298 164

Primary Education in Iceland. Project No. 8: "Innovation in Primary Education."
9p. 1mf. L2 ED 297 851

Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."
15p. 1mf. L2 ED 297 870

Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
16p. 1mf. L2 ED 297 850

Private School Teachers' Opinions, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 087

Reading Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
34p. 1mf. L1 ED 298 163

Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 161

Reading Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
32p. 1mf. L1 ED 298 166

Report Card on School Reform. The Teachers Speak.
90p. 1mf. L2 ED 298 099

Writing Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
31p. 1mf. L1 ED 298 162

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
33p. 1mf. L1 ED 298 160

Writing Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 165

Educational Opportunities

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
43p. 1mf. L1 ED 297 643

Educational Philosophy

Audits of Meaning: A Festschrift in Honor of Ann E. Berthoff.
264p. mf. L3 ED 297 366

Building Curriculum for Young Children: Deciding on Content.
14p. 1mf. L1 ED 297 886

Curriculum as a Political Problem: A Historical Perspective.
27p. 1mf. L1 ED 297 452

Equal Power in Adversity: An Educational Myth for Post-Renwick Policy-Making in New Zealand Education.
25p. 1mf. L1 ED 297 447

Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
5p. 1mf. L1 ED 297 095

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicago, Illinois, October 29-30, 1976).
159p. 2mf. L1 ED 298 041

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).

133p. 2mf. L1 ED 298 039
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (11th, Chicago, Illinois, October 24-25, 1975).

121p. 2mf. L1 ED 298 040
Poet Teaches Composition.

13p. 1mf. L1 ED 297 347
Present Issues and Interests on the Study of the History of Adult Education in Japan.

11p. 1mf. L1 ED 297 106
Towards Research-Driven and Research-Based Postgraduate Curricula for Educational Administrators.

22p. 1mf. L1 ED 297 446
What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?

17p. 1mf. L1 ED 297 109

Educational Planning

Developing a Needs Assessment Plan in Continuing Professional Education.

86p. 1mf. L1 ED 297 092
Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.

78p. 1mf. L2 ED 298 031
Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.

140p. 2mf. L1 ED 297 721
History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.

52p. 1mf. L1 ED 297 583
Inventory of Documents on Educational Planning and Management in Asia and the Pacific.

232p. 3mf. L2 ED 297 429
Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft.

294p. 4mf. L1 ED 297 899
Strategic Planning in Education: A Guide for Policymakers.

17p. 1mf. L1 ED 297 439
Talking with Educators. The Results of a Series of Conferences Designed To Give Voice to the Views of Outstanding North Carolina Educators.

34p. 1mf. L2 ED 297 466

Educational Policy

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.

43p. 1mf. L1 ED 297 643

Commitment to America's Children.
21p. 1mf. L1 ED 298 121

Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188

Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II.
297p. 4mf. L1 ED 297 433

Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.
280p. 3mf. L1 ED 297 432

Equal Power in Adversity: An Educational Myth for Post-Renwick Policy-Making in New Zealand Education.
25p. 1mf. L1 ED 297 447

Handbook for Vocational Advisory Committees. Revised. Voc. Ed. #170.
33p. 1mf. L1 ED 297 096

Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426

Indicators of Literacy.
51p. 1mf. L1 ED 297 302

Legislative and State Educational Agency Perspectives on Teacher Incentive Policy. Summary of Presentation.
36p. 1mf. L1 ED 298 081

Minority Teacher Recruitment & Retention. A Public Policy Issue. Proceedings and Background Material of the Wingspread Conference (Racine, Wisconsin, August 5-7, 1987).
42p. 1mf. L1 ED 298 123

Models of Teacher Evaluation. Policy Bulletin No. 2.
5p. 1mf. L1 ED 297 456

Shaping the Future: Teaching Our Youngest Students. Research Brief #2.
9p. 1mf. L1 ED 297 847

Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
29p. 1mf. L1 ED 297 855

Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific. Research Proposal. Report of a Regional Workshop (1st, Tokyo, Japan, June 17-July 10, 1986).
80p. 1mf. L1 ED 297 427

Utilization and Research Programming: Major Concerns of Educational Policy Oriented Research for the '80s.
20p. 1mf. L1 ED 297 623

Ways that Schools Are: Lessons for Reformers.
27p. 1mf. L1 ED 298 211

Educational Practices

Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146

Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
51p. 1mf. L1 ED 297 318

Student Apathy: The Protection of Self-Worth. What Research Says to the Teacher.

36p. 1mf. L2 ED 297 198

Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement.

18p. 1mf. L1 ED 297 856

Ways that Schools Are: Lessons for Reformers.

27p. 1mf. L1 ED 298 211

Educational Quality

COPA Self-Study Advisory Panel. Findings and Recommendations Submitted to the Board of Directors, The Council on Postsecondary Accreditation.

51p. 1mf. L2 ED 297 683

Economic Prosperity and the Responsibility of Public Education in Metro New Orleans.

31p. 1mf. L1 ED 298 228

Guide to COPA Recognized Accrediting Bodies. 1986-1988.

235p. 3mf. L2 ED 297 686

How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.

21p. 1mf. L1 ED 298 209

Next Steps in Urban Education.

12p. 1mf. L1 ED 298 210

Problem of Quality in Chapter 1.

14p. 1mf. L1 ED 298 208

Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).

31p. 1mf. L1 ED 298 185

Educational Radio

Broadcast Deregulation Presents New Options for Land-Grant Radio Public Service, News Programming.

14p. 1mf. L1 ED 297 896

Pioneering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.

13p. 1mf. L1 ED 297 104

Educational Research

Adult Learners: Needs, Problems, Disabilities, Development and Solutions. Bibliographical Review 1978-1987.

46p. 1mf. L1 ED 297 099

Challenge of Excellence in Education through Technology.

16p. 1mf. L1 ED 297 695

Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.

17p. 1mf. L1 ED 297 938

(Continued)

Educating for Excellence: The Role of Instructional Technology.
17p. 1mf. L1 ED 297 697

Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
57p. 1mf. L1 ED 297 547

Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
16p. 1mf. L2 ED 297 850

Research Advances in Aging 1984-1986.
48p. 1mf. L1 ED 297 120

Statistical Methodology Content Analysis of Selected Educational Research Journals.
16p. 1mf. L1 ED 298 138

Status of Adult Education Historical Research in the United States.
8p. 1mf. L1 ED 297 107

Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific. Research Proposal. Report of a Regional Workshop (1st, Tokyo, Japan, June 17-July 10, 1986).
80p. 1mf. L1 ED 297 427

Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1986-1987.
156p. 2mf. L1 ED 297 162

Educational Resources

Resources in Education (RIE). Volume 24, Number 1.
p. mf. L2 ED 297 085

Time for a Change? Conclusions of a Seminar on the Organisation of School Time and Its Implications for Buildings (Ouranoupoli, Greece, October 11-16, 1987).
38p. 1mf. L2 ED 297 471

Educational Responsibility

Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868

Primary Education in Iceland. Project No. 8: "Innovation in Primary Education."
9p. 1mf. L2 ED 297 851

Primary Education in Switzerland. Project No. 8: "Innovation in

Primary Education."
15p. 1mf. L2 ED 297 870

Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
16p. 1mf. L2 ED 297 850

Educational Strategies

At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232

Teaching as Design: Theory, Research, and Implications for Design Teaching.
36p. 1mf. L1 ED 298 084

Educational Technology

Challenge of Excellence in Education through Technology.
16p. 1mf. L1 ED 297 695

Challenge of the Information Age--Forging the Frontiers of Excellence in Education.
17p. 1mf. L1 ED 297 696

Educating for Excellence: The Role of Instructional Technology.
17p. 1mf. L1 ED 297 697

Excellence in Our Schools: Differences That Count.
10p. 1mf. L1 ED 297 698

Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
141p. 2mf. L1 ED 297 607

Higher Education and Technology--The Challenge We Face in the 1980s.
14p. 1mf. L1 ED 297 699

Implementing Data Based Decisions for Instruction: A Guide to Data-Based Decisions for Teaching Students with Learning Disabilities.
46p. 1mf. L1 ED 297 530

Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.
15p. 1mf. L1 ED 297 715

Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546

Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
53p. 1mf. L1 ED 297 693

Training of Teachers in the Instructional Use of Technology.
94p. 1mf. L1 ED 297 694

Educational Television

Continuing Professional Education Delivery Systems.
46p. 1mf. L1 ED 297 093

Curricular Applications of ITV in Maryland.
30p. 1mf. L1 ED 297 705

Educational Testing

Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.
146p. 2mf. L1 ED 297 266

Educational Theories

Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
51p. 1mf. L1 ED 297 318

Teaching as Design: Theory, Research, and Implications for Design Teaching.
36p. 1mf. L1 ED 298 084

Educational Trends

Community Colleges in Canada: A Current Profile.
21p. 1mf. L1 ED 297 842

Four-Year-Old Movement: Motivations, Outcomes and a Few Unanswered Questions.
6p. 1mf. L1 ED 297 878

Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).
93p. 1mf. L1 ED 297 538

Historical Trends: State Education Facts, 1975-1985.
70p. 1mf. L1 ED 297 483

Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146

Least Restrictive Environment. Abstract III: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 551

Present Issues and Interests on the Study of the History of Adult Education in Japan.
11p. 1mf. L1 ED 297 106

Primary Education in Iceland. Project No. 8: "Innovation in Primary Education."
9p. 1mf. L2 ED 297 851

Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
10p. 1mf. L2 ED 297 852

Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."
15p. 1mf. L2 ED 297 870

Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
16p. 1mf. L2 ED 297 850

Status of Adult Education Historical Research in the United States.
8p. 1mf. L1 ED 297 107

Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement.

18p. 1mf. L1 ED 297 856

Educationally Disadvantaged
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
53p. 1mf. L1 ED 298 222

Increased State Capacity and Aid to the Disadvantaged.
16p. 1mf. L1 ED 298 204

Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).
31p. 1mf. L1 ED 298 185

Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.
20p. 1mf. L1 ED 298 219

Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.
20p. 1mf. L1 ED 298 218

Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
23p. 1mf. L1 ED 298 220

Effect Size
Number of Iterations in Monte Carlo Studies of Robustness.
11p. 1mf. L1 ED 298 155

Effective Schools Project
Implementing Change in Secondary Schools Using Effective Schools Research.
134p. 2mf. L2 ED 297 459

Efficiency
Comparing Actual and Desired Tasks in the School Principalship.
15p. 1mf. L1 ED 297 448

Elaboration Theory
Recall of Central Facts from Text.
15p. 1mf. L1 ED 297 272

Elder Abuse
Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Briefing by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (September 25, 1987).
140p. 2mf. L1 ED 297 241

Electric Batteries
Toy Modification Note. Revised.
30p. 1mf. L1 ED 297 498

Electricity
Atoms to Electricity.
94p. 1mf. L1 ED 297 942

Electromechanical Aids

Alternative and Augmentative Communication Bibliography. Revised.
72p. 1mf. L1 ED 297 499
Toy Modification Note. Revised.
30p. 1mf. L1 ED 297 498

Electronic Books
Nonfiction Book Use by Academic Library Users. Research Report-88/1.
60p. 1mf. L1 ED 297 743

Electronic Control
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505

Electronic Equipment
Accessible Computers from the Box.
15p. 1mf. L2 ED 297 545

Electronic Libraries
New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Electronic Mail
Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
44p. 1mf. L1 ED 297 723

Electronic Publishing
New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Electronics
Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114

Elementary Education
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.
280p. 3mf. L1 ED 297 432
Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928
Primary Education in Iceland. Project No. 8: "Innovation in Primary Education."
9p. 1mf. L2 ED 297 851
Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
10p. 1mf. L2 ED 297 852

Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."
15p. 1mf. L2 ED 297 870

Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
16p. 1mf. L2 ED 297 850

Elementary School Curriculum

Language Arts Curriculum Guide.
89p. 1mf. L1 ED 297 355

Shaping the Future: Teaching Our Youngest Students. Research Brief #2.
9p. 1mf. L1 ED 297 847

Two Years of Kindergarten: Ethical and Curricular Considerations.
18p. 1mf. L1 ED 297 884

Elementary School Mathematics

((Teaching of Mathematics to Mildly Handicapped Students)).
6p. 1mf. L1 ED 297 521

Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.
60p. 1mf. L1 ED 297 993

Applications of Pascal's Triangle for Middle School Students.
28p. 1mf. L1 ED 297 988

Basic Skills--Mathematics. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
53p. 1mf. L1 ED 298 001

Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).
147p. 2mf. L1 ED 297 966

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6. Revised.
441p. 5mf. L1 ED 297 986

Constructivist and Information Processing Views of Representation in Mathematics Education.
34p. 1mf. L1 ED 297 934

How To Convert Units of Length from the Customary System to the Metric System and Back.
16p. 1mf. L1 ED 297 957

Impact of Mothers' Math Experiences on Their Daughters' Attitudes toward Math.
9p. 1mf. L1 ED 297 967

Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963

Information Technology and Mathematics: Opening New Representational Windows.

28p. 1mf. L1 ED 297 950

Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.

37p. 1mf. L1 ED 297 985

Math Thinkercises. A Good Apple Math Activity Book for Students. Grades 4-8.

68p. 1mf. L2 ED 298 000

Math Thinking Motivators. A Good Apple Math Activity Book for Grades 2-7.

102p. 2mf. L2 ED 297 999

Perspectives on Research on Effective Mathematics Teaching. Volume 1.

261p. mf. L3 ED 297 933

Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.

138p. mf. L3 ED 297 948

Teaching Elementary Mathematics in a Technological Age.

453p. 5mf. L2 ED 297 941

Understanding Fraction Addition.

27p. 1mf. L1 ED 297 937

Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.

361p. 4mf. L1 ED 297 965

Elementary School Science

Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.

103p. 2mf. L1 ED 297 970

Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.

101p. 2mf. L1 ED 297 971

Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.

105p. 2mf. L2 ED 297 984

Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.

92p. 1mf. L2 ED 297 949

Elementary School Science Education Program Evaluation Guide SY88-89 Edition One.

74p. 1mf. L1 ED 297 939

Elementary School Science: A Perspective for Teachers.

341p. mf. L3 ED 297 946

Hands on Science.

7p. 1mf. L1 ED 297 917

Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.

109p. 2mf. L1 ED 297 968

Investigation of Fifth and Eighth Grade Korean Students' Misconceptions of Photosynthesis.
294p. 4mf. L1 ED 297 987

Moral Education: The Missing Link to Science, Technology and Society Programs.
20p. 1mf. L1 ED 297 964

Population. Global Issues Education Packet.
11p. 1mf. L2 ED 297 980

Elementary School Students

At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232

Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
20p. 1mf. L1 ED 297 853

Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.
29p. 1mf. L1 ED 297 854

Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.
68p. 1mf. L1 ED 297 865

Impact of the Felton Decision; Chapter 1 Services in One Archdiocese.
31p. 1mf. L1 ED 297 264

Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
168p. 2mf. L2 ED 297 857

Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.
53p. 1mf. L1 ED 298 157

Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861

Social Groups in the Middle School.
8p. 1mf. L1 ED 297 869

Technical Notes to the Tables on Children, Education and Poverty.
48p. 1mf. L1 ED 298 189

Elementary School Teachers

Building Curriculum for Young Children: Deciding on Content.
14p. 1mf. L1 ED 297 886

Elementary Schools

Evaluation Program for Integrated Elementary Schools and Programs. Multicultural Education Resource Series.
20p. 1mf. L1 ED 298 217

Small Rural Schools of Prince Edward Island.
40p. 1mf. L1 ED 297 922

Elementary Secondary Education

Historical Trends: State Education Facts, 1975-1985.

70p. 1mf. L1 ED 297 483

Science for the Future: Book 1.

227p. 3mf. L1 ED 297 969

Student Apathy: The Protection of Self-Worth. What Research Says to the Teacher.

36p. 1mf. L2 ED 297 198

Elementary Secondary Education Act Title I

Evolution of the Compensatory Education Program.

26p. 1mf. L1 ED 298 202

Program Strategy and Design: Options for Federal Actions in Education.

19p. 1mf. L1 ED 298 203

Elementary Secondary Education Act Title VI

Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?

13p. 1mf. L1 ED 298 168

Eligibility

Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1986 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988. Report 88-11.

14p. 1mf. L1 ED 297 659

Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

50p. 1mf. L1 ED 297 559

Elizabethan Drama

Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.

93p. 1mf. L1 ED 297 324

Emergency Programs

Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.

190p. 2mf. L2 ED 297 769

Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.

49p. 1mf. L1 ED 298 235

Emerson (Mary Moody)

Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.

67p. 1mf. L2 ED 298 058

Emotional Disturbances

Academic Learning Time. Abstract I: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 549

How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.

27p. 1mf. L1 ED 297 518

Emotional Response
Impact of the Emotional Orientation of a Passage on the Reading Comprehension of Fourth Graders.
53p. 1mf. L1 ED 297 314

Empirical Research
Empirical Foundation for a Taxonomy of Humor.
7p. 1mf. L1 ED 298 149

Employed Women
Employment Programs for Rural Women.
40p. 1mf. L1 ED 297 900

Women in the Work Force: Supreme Court Issues. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.
122p. 2mf. L1 ED 298 036

Employee Attitudes
Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.
40p. 1mf. L1 ED 297 227

Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.
42p. 1mf. L1 ED 297 226

Employer Attitudes
Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Employer Survey Results for the PVCC Graduating Class of 1985-1986. Research Report Number 6-88.
46p. 1mf. L1 ED 297 805

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 555

Survey of Employers of 1986 Howard Community College Graduates: A Report of the Findings. Research Report Number 53.
21p. 1mf. L1 ED 297 809

Employment
Understanding the Employment of Actors. Research Division Report #3.
37p. 1mf. L1 ED 298 068

Employment Interviews
Employment Interviews: Structure, Validity, and Unanswered Questions.
17p. 1mf. L1 ED 297 219

Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.
27p. 1mf. L1 ED 297 455

Finding a New Job with Skills You Already Have. A Do-It-Yourself Guide to Analyzing Your Skills and Using Them To Find a New Job or Start a New Career.

53p. 1mf. L2 ED 297 119

Employment Level

Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 556

Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.

91p. 1mf. L1 ED 297 131

Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.

35p. 1mf. L1 ED 297 149

Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.

42p. 1mf. L1 ED 297 226

Employment Opportunities

Boston Compact: A Teaching Case.

42p. 1mf. L1 ED 298 229

Finding Our Way from Here to There: A Parent's Guide to Sex-Fair Vocational Career Planning.

53p. 1mf. L1 ED 297 125

Survey of Business Preferences for College Grads.

27p. 1mf. L1 ED 297 407

Teaching in Yukon.

25p. 1mf. L1 ED 297 918

Understanding the Employment of Actors. Research Division Report #3.

37p. 1mf. L1 ED 298 068

Employment Patterns

Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.

75p. 1mf. L1 ED 297 156

Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.

5p. 1mf. L1 ED 297 186

Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.

43p. 1mf. L1 ED 297 157

Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.

205p. 3mf. L1 ED 297 154

Effects of TJTC on Employees. Task 4 Final Report. Revised.

227p. 3mf. L1 ED 297 155

Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.

92p. 1mf. L2 ED 297 139

Performance Profile, Maryland Community Colleges.

14p. 1mf. L1 ED 297 807

Employment Potential
Incorporating Employability Skills into the Vocational Classroom.
13p. 1mf. L1 ED 297 124

Employment Practices
Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156

Agreement between Area Board of Vocational, Technical and Adult Education District One and District One Vocational, Technical Teachers' Association (WEAC, NEA), July 1985-June 1986.
35p. 1mf. L1 ED 297 836

Agreement between Lakeshore Vocational, Technical and Adult Education District Board and Lakeshore Education Association, 1987-1989.
51p. 1mf. L1 ED 297 811

Agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators, 1987-1991.
42p. 1mf. L1 ED 297 810

Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.
39p. 1mf. L1 ED 297 834

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.
36p. 1mf. L1 ED 297 821

Collective Bargaining Agreement between Antelope Valley Community College and Antelope Valley College Faculty Association, June 13, 1988.
88p. 1mf. L1 ED 297 837

Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Employment Agreement between the County of Ulster and the Ulster County Community College Faculty Association, September 1, 1987 to August 31, 1990.
19p. 1mf. L1 ED 297 812

Master Agreement between Board of Directors of Iowa Valley Community College District (Merged Area VI) and Iowa Valley Community College Education Association/ISEA, 1987-1988.
42p. 1mf. L1 ED 297 838

Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.
73p. 1mf. L1 ED 297 835

Women in the Work Force: Supreme Court Issues. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth

Congress, Second Session.
122p. 2mf. L1 ED 298 036

Employment Problems

Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
59p. 1mf. L1 ED 298 242

National Commission for Employment Policy Eleventh Annual Report. Including Findings and Recommendations on Goals for the Workplace and Implications for Policy. Report No. 20.
34p. 1mf. L1 ED 297 116

Women in Poverty: Training for Independence. Second Edition.
76p. 1mf. L2 ED 297 169

Employment Programs

Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
38p. 1mf. L1 ED 298 216

GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
65p. 1mf. L2 ED 297 171

More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
100p. 2mf. L1 ED 297 117

National Commission for Employment Policy Eleventh Annual Report. Including Findings and Recommendations on Goals for the Workplace and Implications for Policy. Report No. 20.
34p. 1mf. L1 ED 297 116

Women in Poverty: Training for Independence. Second Edition.
76p. 1mf. L2 ED 297 169

Employment Projections

Arizona Labor Market Information (LMI) Directory.
22p. 1mf. L1 ED 297 118

Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.
74p. 1mf. L1 ED 297 840

Employment Qualifications

Licensed Occupations of Oklahoma.
113p. 2mf. L1 ED 297 098

Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Study of Washington-Trained Education Graduates Pursuing Certification and Careers Out of State.
29p. 1mf. L1 ED 298 118

Survey of Business Preferences for College Grads.

27p. 1mf. L1 ED 297 407

Endangered Species
Biological Diversity. Global Issues Education Packet.
18p. 1mf. L2 ED 297 983
National Audubon Society Specials. Teacher's Guide I.
38p. 1mf. L2 ED 297 944

Endowment Funds
Library Development and Fund Raising Capabilities. SPEC Kit 146.
129p. 2mf. L2 ED 297 773

Energy Education
Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.
92p. 1mf. L2 ED 297 949
Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
46p. 1mf. L1 ED 297 998

Engineering Drawing
Design and Drawing for Production. Syllabus. Field Test Edition II.
101p. 2mf. L1 ED 297 191

Engineering Education
Financial Aid for Minorities in Engineering and Science.
62p. 1mf. L2 ED 297 625
Industry Standards in the Sterling C. Evans Library, Texas A&M University, and in VSMF, Microtext Department.
17p. 1mf. L1 ED 297 751
Pilot Study on Needs in the Sciences in Community Colleges.
33p. 1mf. L1 ED 297 801

England
Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.
59p. 1mf. L1 ED 297 133

English
English Language Amendment: Backgrounds and Prospects.
17p. 1mf. L1 ED 297 578
Phonological Variability in Canadian English.
23p. 1mf. L1 ED 297 575

English (Canadian)
Phonological Variability in Canadian English.
23p. 1mf. L1 ED 297 575

English (Second Language)
Broad Nature of Intermediate EFL Writing: Difficulties and Challenges for the EFL Instructor.
30p. 1mf. L1 ED 297 599
Chamorro Language Issues and Research on Guam. A Book of Readings.
214p. 3mf. L1 ED 297 587
(Continued)

Cognition and Comprehension: A Study of the Need for Incorporation of Bloom's Taxonomy of Educational Objectives in English as a Second Language Remedial Reading Programs.
181p. 2mf. L1 ED 297 595

ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
31p. 1mf. L1 ED 297 570

From Writing to Composing: An Introductory Composition Course for Students of English.
178p. mf. L3 ED 297 361

Functional Approach Categories and Technique Strategies Language Arts Model.
21p. 1mf. L1 ED 297 603

Investigation of the Patterns of Learning English Interrogative Structures by EFL Learners in China.
193p. 3mf. L1 ED 297 572

Language-for-Special-Purposes Theory and Basic Writing.
23p. 1mf. L1 ED 297 340

Measuring the Instructional Sensitivity of ESL Reading Comprehension Items.
20p. 1mf. L1 ED 297 591

Program Evaluation and Testing in the Educational Programs of Micronesia--When Benchmarks are Needed.
18p. 1mf. L1 ED 297 585

Teaching Job-Related Interaction Skills to ESL Students of Speech Communication.
29p. 1mf. L1 ED 297 574

Theory and Practice in Teaching ESL/ABE.
17p. 1mf. L1 ED 297 588

Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.
25p. 1mf. L1 ED 297 584

Two-Way Bilingual Programs: Implementation of an Educational Innovation.
20p. 1mf. L1 ED 297 568

Two-Way Bilingual Programs: Language-Learning-as-Resource.
21p. 1mf. L1 ED 297 602

Washington State Adult Refugee Project. ESL Master Plan (Revised). Guidelines for Institutional Curricula for Refugees.
56p. 1mf. L1 ED 298 230

What's Wrong with Reading Comprehension Tests?
18p. 1mf. L1 ED 297 305

Why Do We Want To Learn English? Ask Us!
12p. 1mf. L1 ED 297 601

English Curriculum

Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265

Non-College Bound English Curriculum for Arenac Eastern High School.
48p. 1mf. L1 ED 297 354

Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.
22p. 1mf. L1 ED 297 332

Research Paper Guide for Merrimack High School. 2nd Edition.
42p. 1mf. L1 ED 297 356

English Departments

Content of Composition Courses.
20p. 1mf. L1 ED 297 357

Role of the Modern English Department Chair.
22p. 1mf. L1 ED 297 346

English Instruction

Australian Literature in the Primary Classroom.
93p. 1mf. L1 ED 297 372

Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
3p. 1mf. L1 ED 297 402

Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.
162p. 2mf. L1 ED 297 338

I-Search Paper--Revised Edition of "Searching Writing."
359p. mf. L3 ED 297 367

Ideas Plus: A Collection of Practical Teaching Ideas. Book Six.
66p. 1mf. L1 ED 297 345

Proceedings of the College Reading Association, Volume 2, Summer 1961.
102p. 2mf. L1 ED 297 284

Radical Literary Education: A Classroom Experiment with Wordsworth's "Ode."
201p. mf. L3 ED 297 360

Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
118p. 2mf. L1 ED 298 141

Word for Teaching Is Learning: Essays for James Britton.
300p. mf. L3 ED 297 365

English Language Amendment

English Language Amendment: Backgrounds and Prospects.
17p. 1mf. L1 ED 297 578

English Teachers

Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
51p. 1mf. L1 ED 297 318

Enrichment Activities

Applications of Pascal's Triangle for Middle School Students.
28p. 1mf. L1 ED 297 988

Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.
138p. mf. L3 ED 297 948

Enrichment Tried Model

GATEWAYS Music Curriculum for Musically Talented Children. Report #367.
77p. 1mf. L1 ED 298 033

Enrollment

Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839

From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
241p. 3mf. L2 ED 297 624

Public Elementary and Secondary Enrollments: Outlook to the Year 2000. OERI Bulletin.
8p. 1mf. L1 ED 297 478

School Enrollment--Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics.
125p. 2mf. L1 ED 298 240

Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
128p. 2mf. L1 ED 297 161

Enrollment Influences

Geographic Origins of Students. Fall 1987. Volume I. Report Number 2-88.
590p. 7mf. L1 ED 297 649

Prince George's Community College 1988-93 Master Plan.
22p. 1mf. L1 ED 297 816

PVCC Full-Time Students: Fall Quarter 1987. Research Report No. 5-88.
29p. 1mf. L1 ED 297 804

Enrollment Projections

Public Elementary and Secondary Enrollments: Outlook to the Year 2000. OERI Bulletin.
8p. 1mf. L1 ED 297 478

Enrollment Trends

Attainment Status of Asian Americans in Higher Education.
32p. 1mf. L1 ED 297 635

Collected Fall Enrollment Reports: University of Hawaii Community Colleges, 1983-1986.
110p. 2mf. L1 ED 297 798

Compendium of Selected Data & Characteristics, University of

Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817

Origin of Kentucky College and University Enrollments. Fall 1987.
155p. 2mf. L1 ED 297 688

Participation of Handicapped in Apprenticeship: The State-of-the-Art.
89p. 1mf. L1 ED 297 176

Public Elementary and Secondary Enrollments: Outlook to the Year 2000. OERI Bulletin.
8p. 1mf. L1 ED 297 478

Racial/Ethnic Data for 1984 Fall Enrollment and Earned Degree Recipients for Academic Year 1984-85. E.D. Tabs.
75p. 1mf. L1 ED 297 674

Statistical Summary of Missouri Higher Education 1987-1988.
166p. 2mf. L1 ED 297 675

Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
50p. 1mf. L1 ED 297 559

Trends in Geographic Origins of Students. Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.
592p. 7mf. L1 ED 297 651

Trends in Instructional Programs: Missouri Public Four-Year Colleges and Universities. Fiscal Year 1983-Fiscal Year 1987.
67p. 1mf. L1 ED 297 679

Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986. Center for Education Statistics Survey Report.
28p. 1mf. L1 ED 297 662

Entrepreneurship

Entrepreneurial Graduates of Minnesota's Technical Institutes.
61p. 1mf. L1 ED 297 172

Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165

Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167

Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190

Managing a Small Business Incubator.
57p. 1mf. L1 ED 297 188

Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166

Starting a Small Business Incubator. A Handbook for Sponsors and Developers.

43p. 1mf. L1 ED 297 189

Environmental Attitudes
Who Speaks for Wolf? Not Project WILD.
19p. 1mf. L1 ED 297 903

Environmental Education
Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
103p. 2mf. L1 ED 297 970

Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
104p. 2mf. L1 ED 297 973

Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
101p. 2mf. L1 ED 297 971

Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
116p. 2mf. L1 ED 297 972

Biological Diversity. Global Issues Education Packet.
18p. 1mf. L2 ED 297 983

Consider the Connections. Global Issues Education Packet.
37p. 1mf. L2 ED 297 981

Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.
92p. 1mf. L2 ED 297 949

Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Marine and Coastal Resources. Global Issues Education Packet.
24p. 1mf. L2 ED 297 982

Nontoxic Home. Protecting Yourself and Your Family from Everyday Toxics and Health Hazards.
223p. mf. L3 ED 297 947

Tropical Forests. Global Issues Education Packet.
16p. 1mf. L2 ED 297 979

Who Speaks for Wolf? Not Project WILD.
19p. 1mf. L1 ED 297 903

Epistemology
Leonard Bloomfield and the "Cours de Linguistique Generale."
7p. 1mf. L1 ED 297 571

Equal Education
Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.
64p. 1mf. L1 ED 297 422

Equal Power in Adversity: An Educational Myth for Post-Renwick Policy-Making in New Zealand Education.
25p. 1mf. L1 ED 297 447

Equity for Targeted Populations in Vocational Technical Education.
57p. 1mf. L1 ED 297 173
From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
241p. 3mf. L2 ED 297 624
Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097
Partnership Initiatives Involving Vocational Technical Education in Minnesota.
48p. 1mf. L1 ED 297 175
South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.
47p. 1mf. L1 ED 297 638

Equal Opportunities (Jobs)
Barriers and Biases toward Women: Impediments to Administrative Progression.
13p. 1mf. L1 ED 297 669
Discrimination Litigation in Academe: Effects on Institutions and Individuals.
19p. 1mf. L1 ED 297 619
Legal Rights of Tenured and Part-Time Faculty Members in Higher Education.
21p. 1mf. L1 ED 297 645
Minority Representation: Efforts of the Alcohol, Drug Abuse, and Mental Health Administration. Report to the Honorable Daniel K. Inouye, U. S. Senate.
32p. 1mf. L1 ED 297 234
South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.
47p. 1mf. L1 ED 297 638

ERIC
How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739

Essay Tests
Grade 6 Achievement Test: English Language Arts. Part A: Composition.
12p. 1mf. L1 ED 297 352
Improving Essay Tests. IDEA Paper No. 17.
5p. 1mf. L1 ED 298 151
Rhetoric of Essay Test Prompts.
23p. 1mf. L1 ED 297 363

Essays

Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene Series.
168p. mf. L3 ED 297 991

Estimation (Mathematics)
Estimation of Missing Values by Predicted Scores.
20p. 1mf. L1 ED 298 146

Ethics
Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.
27p. 1mf. L1 ED 297 388
Moral Education: The Missing Link to Science, Technology and Society Programs.
20p. 1mf. L1 ED 297 964

Ethnic Groups
Internationalizing Multicultural Education.
12p. 1mf. L1 ED 298 053
Minority Disproportionality in Higher Education with an Emphasis on Teacher Preparation.
61p. 1mf. L1 ED 298 110
Racial/Ethnic Data for 1984 Fall Enrollment and Earned Degree Recipients for Academic Year 1984-85. E.D. Tabs.
75p. 1mf. L1 ED 297 674
Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986. Center for Education Statistics Survey Report.
28p. 1mf. L1 ED 297 662

Ethnic Stereotypes
Status Equalization Project.
35p. 1mf. L1 ED 298 237

Ethnic Studies
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (17th, Chicago, Illinois, October 30-31, 1981).
150p. 2mf. L1 ED 298 046

Ethnicity
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888
Teacher Ethnicity: Relationships with Teaching Rewards and Incentives.
59p. 1mf. L1 ED 298 078

Ethnography
Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.
275p. 3mf. L2 ED 297 267
Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.
73p. 1mf. L1 ED 298 238

Etiology
Four-Year-Old Movement: Motivations, Outcomes and a Few Unanswered Questions.
6p. 1mf. L1 ED 297 878

Europe
CDCC's Teacher Bursaries Scheme: European Teachers' Seminar on

"Bullying in Schools" (Stavanger, Norway, August 2-7, 1987).
51p. 1mf. L1 ED 297 202

Evaluation Assistance Center (East)
Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?
13p. 1mf. L1 ED 298 168

Evaluation Criteria
Alabama Career Incentive Program. Evaluator's Manual.
51p. 1mf. L1 ED 298 127

Alabama Career Incentive Program: A Statewide Effort in Teacher Evaluation.
18p. 1mf. L1 ED 298 128

Assessment of Educational Achievement in Asia and the Pacific. Report of a Seminar (Tokyo, Japan, January 20-February 1, 1986).
239p. 3mf. L1 ED 297 428

Collection of Papers on Self-Study and Institutional Improvement.
252p. 3mf. L1 ED 297 634

Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720

Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818

Indicators of Literacy.
51p. 1mf. L1 ED 297 302

Understanding Teaching: A Model for Assessment. Occasional Paper No. 124.
27p. 1mf. L1 ED 298 120

Evaluation Methods
Alabama Career Incentive Program. Evaluator's Manual.
51p. 1mf. L1 ED 298 127

Alabama Career Incentive Program. Observer Manual.
87p. 1mf. L1 ED 298 126

Alabama Career Incentive Program: A Statewide Effort in Teacher Evaluation.
18p. 1mf. L1 ED 298 128

Arizona Teacher Residency Project.
16p. 1mf. L1 ED 298 105

Capturing Classroom Context: The Observation System as Lens for Assessment.
51p. 1mf. L1 ED 298 109

Collection of Papers on Self-Study and Institutional Improvement.
252p. 3mf. L1 ED 297 634

Evaluating a Three-Ring Circus--or, Understanding Complex Change in Complex Circumstances.
26p. 1mf. L1 ED 298 137

Evaluation and Assessment Processes in Nebraska Public Schools. A Staff Report. Education Interim Study LR 181.
162p. 2mf. L1 ED 298 136

Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."
19p. 1mf. L1 ED 297 825
Instructional Practices. Abstract IV: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 552
Leisure and Recreation Behavior Evaluation.
8p. 1mf. L1 ED 297 490
Needs Assessment for Administrator Training--As If You Were Serious!
20p. 1mf. L1 ED 297 464
Rationale and Content for English-Language Arts. Survey of Academic Skills: Grade 12. Preliminary Edition.
49p. 1mf. L2 ED 297 349
Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws of 1986).
44p. 1mf. L1 ED 298 102
Software Selection, Evaluation and Organization and Software Reviews. Article Reprints.
117p. 2mf. L2 ED 297 703
Student Assessment in Architecture Schools.
10p. 1mf. L1 ED 297 671
Understanding Teaching: A Model for Assessment. Occasional Paper No. 124.
27p. 1mf. L1 ED 298 120
Using Evaluation Findings To Improve Minority Education Programs.
6p. 1mf. L1 ED 297 636
What Are We Communicating When We Evaluate Instruction? Evaluation of Communication Instruction: An Administrator's Perspective.
22p. 1mf. L1 ED 297 384

Evaluation Problems
Employment Interviews: Structure, Validity, and Unanswered Questions.
17p. 1mf. L1 ED 297 219

Evaluation Utilization
Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963

Evangelical Christians
Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objections.
16p. 1mf. L1 ED 297 297

Excellence in Education
Experiences in School Improvement. The Story of 16 American Districts.
92p. 1mf. L1 ED 297 480
Resource Catalog. Design for School Excellence School Improvement Program, 1986-87.
50p. 1mf. L1 ED 297 441

Show Me Excellence: Assessment in Missouri Public Colleges and Universities.
61p. 1mf. L1 ED 297 678

Study of Educational Reform in the Southeast: Application of a Methodology to Map and Track Educational Reform.
14p. 1mf. L1 ED 297 454

Exceptional Child Research

Content Analysis of the Research on Giftedness: How Well Are We Doing?
26p. 1mf. L1 ED 297 524

Special Needs Music Community: Color and the Computer.
16p. 1mf. L1 ED 298 032

Exchange Programs

Personality Changes of American Teenage Participants in a Japanese Youth Exchange.
180p. 2mf. L1 ED 297 199

Exercise

Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge and Earn the Presidential Fitness Award.
45p. 1mf. L1 ED 298 125

National Women's Leadership Conference on Fitness. Proceedings. (Washington, D.C., April 6-7, 1984).
79p. 1mf. L1 ED 298 101

Exercise Physiology

Neutrophilia and an Anti-Inflammatory Drug as Markers of Inflammation in Delayed Muscle Soreness.
23p. 1mf. L1 ED 298 086

Expectation

Moving Out and Marriage: What Do Young Adults Expect?
13p. 1mf. L2 ED 297 214

Expenditure per Student

School Staffing Ratios, 1987-88. ERS Report.
63p. mf. L3 ED 297 425

Expenditures

Comparison of Revenues and Expenditures and Michigan School Districts, Educational Background, Median Family Income, Racial Makeup and the Dropout Rate.
24p. 1mf. L1 ED 297 438

Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).
93p. 1mf. L1 ED 297 538

Public Elementary and Secondary School Revenues and Current Expenditures for Fiscal Year 1987 (School Year 1986-87): Preliminary Tabulations. E.D. TABS.
14p. 1mf. L1 ED 297 484

Summary of Expenditures and Sources of Payment for Personal Health

Services from the National Medical Care Expenditure Survey: Data Preview 24. National Health Care Expenditure Study.
29p. 1mf. L1 ED 297 247

Experiential Learning
Hands on Science.
7p. 1mf. L1 ED 297 917

Experimental Schools
High School Development Center: An Alternative School for Ninth and Tenth Grades. Executive Summary, 1986-87.
6p. 1mf. L1 ED 298 226

High School Development Center: An Alternative School for Ninth and Tenth Grades. Evaluation Report, 1986-87.
57p. 1mf. L1 ED 298 227

International Approach: Learning English through Content Area Study.
116p. 2mf. L1 ED 297 608

Expert Systems
Artificial Intelligence.
41p. 1mf. L1 ED 297 691

Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
32p. 1mf. L2 ED 297 746

Exports
How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
27p. 1mf. L1 ED 297 179

U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Expository Writing
Teaching of Written Language Skills to Mildly Handicapped Students . PRISE Reporter No. 18, October 1986.
6p. 1mf. L1 ED 297 519

Guidelines: Writing for Adults with Limited Reading Skills.
25p. 1mf. L1 ED 297 192

1987 Colorado Writing Assessment.
26p. 1mf. L1 ED 297 320

Expressive Writing
Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.
40p. 1mf. L1 ED 297 334

Extended School Day
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
20p. 1mf. L1 ED 297 853

Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.
29p. 1mf. L1 ED 297 854

Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.

21p. 1mf. L1 ED 297 860

Extended School Year
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
4p. 1mf. L1 ED 298 213

Extinction (Species)
Biological Diversity. Global Issues Education Packet.
18p. 1mf. L2 ED 297 983

Extracurricular Activities
Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.
138p. mf. L3 ED 297 948

Eyes
Analysis of Vision Screening in School Age Children.
15p. 1mf. L1 ED 298 091

Face to Face Communication
Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
44p. 1mf. L1 ED 297 723

Fachhochschulen
More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).
37p. 1mf. L1 ED 297 178

Facilitators
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415

Facilities
Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190

Managing a Small Business Incubator.
57p. 1mf. L1 ED 297 188

Starting a Small Business Incubator. A Handbook for Sponsors and Developers.
43p. 1mf. L1 ED 297 189

Facility Guidelines
Educational Facilities in Japan. NIER Occasional Paper 01/87.
25p. 1mf. L1 ED 297 431

Program of Requirements Guidelines.
23p. 1mf. L2 ED 297 465

Facility Improvement
Converting Bowling Balls into Apples and Macs.
5p. 1mf. L1 ED 297 616

Facility Planning
Design Ideas for Play Spaces for Three to Six Year Olds: Educational Building Digest 19.
17p. 1mf. L1 ED 297 904

Report of the Task Force on Facilities, Space and Equipment.

166p. 2mf. L1 ED 297 730

Facility Requirements

Program of Requirements Guidelines.
23p. 1mf. L2 ED 297 465

Factor Analysis

Confirmatory Factor Analyses of Multitrait-Multimethod Data: Many Problems and a Few Solutions.
42p. 1mf. L1 ED 298 144

Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.
12p. 1mf. L1 ED 298 140

Masculinity and Femininity: A Bipolar Construct and Independent Constructs.
39p. 1mf. L1 ED 298 143

Faculty College Relationship

Academic Tribes. Second Edition.
185p. mf. L3 ED 297 632

Examination of the Perceptions of Academic Freedom of Dowling College Faculty Members and Administrators in General. The Emergence of Higher Education in America.
105p. 2mf. L1 ED 297 672

Supervision of Part-Time Faculty: A Model for Community Colleges.
17p. 1mf. L1 ED 297 794

Faculty Development

Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.
57p. 1mf. L1 ED 297 100

CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615

Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.
179p. 2mf. L1 ED 297 665

Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664

Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663

Reinforcing Successive Gains: Collaborative Writing Faculty Projects.
11p. 1mf. L1 ED 297 328

State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.
36p. 1mf. L1 ED 297 655

Thinking and Doing: Technological Literacy Reconsidered.
11p. 1mf. L1 ED 297 400

Faculty Mobility

Study of Washington-Trained Education Graduates Pursuing Certification and Careers Out of State.

29p. 1mf. L1 ED 298 118

Failure

Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.

27p. 1mf. L1 ED 297 453

Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement.

18p. 1mf. L1 ED 297 856

Family Characteristics

Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.

5p. 1mf. L1 ED 297 186

At-Risk Youth: Definitions, Dimensions, and Relationships.

18p. 1mf. L1 ED 297 196

Serving the Newly Legalized: Their Characteristics and Current Needs.

78p. 1mf. L1 ED 298 243

Family Environment

Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.

64p. 1mf. L1 ED 297 422

Comparison of Helping, Sharing, Comforting, Honesty, and Civic Awareness for Home Care, Day Care, and Preschool Children.

38p. 1mf. L1 ED 297 883

Nontoxic Home. Protecting Yourself and Your Family from Everyday Toxics and Health Hazards.

223p. mf. L3 ED 297 947

Family History

Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.

67p. 1mf. L2 ED 298 058

Family Income

Money Income and Poverty Status in the United States: 1987. (Advance Data from the March 1988 Current Population Survey). Current Population Reports: Consumer Income.

80p. 1mf. L1 ED 298 241

Family Life

Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).

152p. 2mf. L1 ED 297 890

Family Life Education

ACTION Planning for Leadership Development in Home and Family Life Programs.

49p. 1mf. L1 ED 297 148

(Continued)

Family Life Education *(Continued)*
Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.
25p. 1mf. L1 ED 297 121

Family Planning
Resource Directory of Hispanic Educational Materials on Child Abuse Prevention.
31p. 1mf. L1 ED 298 199

Family Progress
Families for All Children.
13p. 1mf. L1 ED 297 536

Family Relationship
Competition and Cohesion in Sibling Relations during the Adaptation to Remarriage.
27p. 1mf. L1 ED 297 256

Coping with Remarriage: The First Two Years.
10p. 1mf. L1 ED 297 253

Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.
22p. 1mf. L1 ED 297 255

Parenting Adolescent Children in Nondivorced, Divorced, and Remarried Families.
33p. 1mf. L1 ED 297 254

Perceived Closeness and Parent-Child Relations in Families of Seventh-Graders.
8p. 1mf. L1 ED 297 845

Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.
34p. 1mf. L1 ED 297 257

Family School Relationship
Drawing in the Family. Family Involvement in the Schools.
35p. 1mf. L1 ED 298 197

Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188

Family Structure
Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
11p. 1mf. L1 ED 297 843

Parenting Adolescent Children in Nondivorced, Divorced, and Remarried Families.
33p. 1mf. L1 ED 297 254

Family Violence
Sexual Violence. Work in Progress No. 83-05.

11p. 1mf. L1 ED 297 252

Fantasy Theme Analysis
Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military Assistance to Iran and Nicaraguan Opposition: A Fantasy Theme Analysis.
25p. 1mf. L1 ED 297 395

Farm Labor
Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.
32p. 1mf. L1 ED 297 923

Farm Management
Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185

Farm Occupations
Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.
5p. 1mf. L1 ED 297 186

Farm Policy
Public Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.
31p. 1mf. L1 ED 297 916

Farmers
Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185

Feasibility Studies
Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190

Federal Agencies
Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.
8p. 1mf. L1 ED 297 437

Federal Aid
Alabama Public Library Service, 1987 Annual Report.
22p. 1mf. L1 ED 297 763

Annual Program, 1986. Texas State Library.
286p. 3mf. L1 ED 297 727

Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).
95p. 1mf. L1 ED 297 475

Financial Aid for Minorities: Awards Open to Students with Any Major.
70p. 1mf. L2 ED 297 629

Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian

Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
194p. 3mf. L1 ED 297 924

Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
274p. 3mf. L1 ED 297 925

Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.
71p. 1mf. L1 ED 297 243

Juvenile Justice: Grant to the National Partnership To Prevent Drug and Alcohol Abuse. Briefing Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
41p. 1mf. L1 ED 297 235

Library Programs: Library Literacy Program. Analysis of Funded Projects, 1987. LSCA VI.
82p. 1mf. L1 ED 297 766

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
57p. 1mf. L1 ED 297 547

Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.
49p. 1mf. L1 ED 298 235

Older Americans Act Amendments of 1987. House of Representatives, One Hundredth Congress, First Session.
69p. 1mf. L1 ED 297 242

Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.
13p. 1mf. L1 ED 297 180

Federal Courts

This Honorable Court: Teacher's Guide.
24p. 1mf. L2 ED 298 025

Federal Government

Minority Representation: Efforts of the Alcohol, Drug Abuse, and Mental Health Administration. Report to the Honorable Daniel K. Inouye, U. S. Senate.
32p. 1mf. L1 ED 297 234

U.S. Commission on Civil Rights: Compliance with Appropriation Provisions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of Representatives.
12p. 1mf. L1 ED 298 193

U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.
98p. 2mf. L1 ED 298 192

Federal Indian Relationship

Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
194p. 3mf. L1 ED 297 924

Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
274p. 3mf. L1 ED 297 925

Indian Education: Focus on Past, Present & Future. The 13th Annual Report to the Congress of the United States. Fiscal Year 1986.
44p. 1mf. L1 ED 297 901

Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft.
294p. 4mf. L1 ED 297 899

Federal Legislation

Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156

Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
205p. 3mf. L1 ED 297 154

Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Equal Access to Health Care: Patient Dumping. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (July 22, 1987).
468p. 5mf. L1 ED 297 237

Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (September 11, 1987).
269p. 3mf. L1 ED 297 236

Hearing on H.R. 457, the Youth Suicide Prevention Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
72p. 1mf. L1 ED 297 248

Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.
71p. 1mf. L1 ED 297 243

National Survey in Regard to HR 5.
64p. 1mf. L1 ED 298 187

Older Americans Act Amendments of 1987. House of Representatives, One Hundredth Congress, First Session.
69p. 1mf. L1 ED 297 242

Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.

29p. 1mf. L1 ED 297 502
Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.
67p. 1mf. L1 ED 297 920
White House Conference for a Drug Free America. Hearing on H.R. 3226 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, First Session (September 10, 1987).
27p. 1mf. L1 ED 297 238

Federal Programs

Challenge of Excellence in Education through Technology.
16p. 1mf. L1 ED 297 695
Challenge of the Information Age--Forging the Frontiers of Excellence in Education.
17p. 1mf. L1 ED 297 696
Educating for Excellence: The Role of Instructional Technology.
17p. 1mf. L1 ED 297 697
Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).
95p. 1mf. L1 ED 297 475
Evolution of the Compensatory Education Program.
26p. 1mf. L1 ED 298 202
Federal Role and Chapter 1: Rethinking Some Basic Assumptions.
18p. 1mf. L1 ED 298 205
Federal Role in Providing Services to the Mentally Ill. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (May 19, 1987).
220p. 3mf. L1 ED 297 240
Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207
Generic Certificates. Agricultural Economic Report Number 594.
24p. 1mf. L1 ED 297 183
How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.
21p. 1mf. L1 ED 298 209
Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?
13p. 1mf. L1 ED 298 168
More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
100p. 2mf. L1 ED 297 117
National Apprenticeship Program. Revised.
23p. 1mf. L1 ED 297 122
Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.
49p. 1mf. L1 ED 298 235

Next Steps in Urban Education.
12p. 1mf. L1 ED 298 210

Older Americans Act Amendments of 1987. House of Representatives, One Hundredth Congress, First Session.
69p. 1mf. L1 ED 297 242

Policy Options for the Future of Compensatory Education: Conference Papers (Washington, D.C., November 18-19, 1986).
249p. 3mf. L1 ED 298 201

Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Problem of Quality in Chapter 1.
14p. 1mf. L1 ED 298 208

Program Strategy and Design: Options for Federal Actions in Education.
19p. 1mf. L1 ED 298 203

Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.
157p. 2mf. L2 ED 298 190

Selecting Students and Services for Chapter 1: Reactions. Revised.
27p. 1mf. L1 ED 298 206

Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.
27p. 1mf. L1 ED 298 191

Federal Regulation

Foundations for the Future of Alberta's Metis Settlements. Report of the MacEwan Joint Metis-Government Committee to Review the Metis Betterment Act and Regulations.
145p. 2mf. L1 ED 297 893

Juvenile Justice: Grant to the National Partnership To Prevent Drug and Alcohol Abuse. Briefing Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
41p. 1mf. L1 ED 297 235

National Apprenticeship Program. Revised.
23p. 1mf. L1 ED 297 122

U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Federal State Relationship

Evolution of the Compensatory Education Program.
26p. 1mf. L1 ED 298 202

Federal Role and Chapter 1: Rethinking Some Basic Assumptions.
18p. 1mf. L1 ED 298 205

Increased State Capacity and Aid to the Disadvantaged.
16p. 1mf. L1 ED 298 204

Problem of Quality in Chapter 1.
14p. 1mf. L1 ED 298 208

Program Strategy and Design: Options for Federal Actions in Education.
19p. 1mf. L1 ED 298 203

Feedback
Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.
13p. 1mf. L1 ED 298 170
Individual Differences in Achievement Orientation and Use of Classroom Feedback.
18p. 1mf. L1 ED 298 156
Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 553
Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.
20p. 1mf. L1 ED 297 862

Females
Barriers and Biases toward Women: Impediments to Administrative Progression.
13p. 1mf. L1 ED 297 669
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107
Factors Which Influence Re-Entry Women in College Composition Classes.
13p. 1mf. L1 ED 297 326
Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097
Hugh Blair and the Female Pen.
20p. 1mf. L1 ED 297 331
Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012
Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011
National Women's Leadership Conference on Fitness. Proceedings. (Washington, D.C., April 6-7, 1984).
79p. 1mf. L1 ED 298 101
Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028
Women in Poverty: Training for Independence. Second Edition.
76p. 1mf. L2 ED 297 169
Women in the Work Force: Supreme Court Issues. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

122p. 2mf. L1 ED 298 036
Women on Editorial Pages: Characteristics and Attitudes.
34p. 1mf. L1 ED 297 364
Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.
67p. 1mf. L2 ED 298 058

Feminism
Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene Series.
168p. mf. L3 ED 297 991
Feminist Approaches to Science. The Athene Series.
212p. mf. L3 ED 297 990
Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Five, Number Two.
67p. 1mf. L1 ED 297 611
Sexual Violence. Work in Progress No. 83-05.
11p. 1mf. L1 ED 297 252
Southern College Women and "The Feminine Mystique."
34p. 1mf. L1 ED 297 642
Teaching Technology from a Feminist Perspective: A Practical Guide. The Athene Series.
171p. mf. L3 ED 297 989

Fiction
Missing Majority, Part II: The Community College in American Fiction.
10p. 1mf. L1 ED 297 335

Field Crops
Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).
180p. 2mf. L1 ED 297 181

Field Experience Programs
Teaching in the Secondary Schools: A Guide for Pre-Service Teachers.
116p. 2mf. L1 ED 298 098

Figurative Language
Using Traditional Teaching To Expand Language Development and Critical Thinking.
18p. 1mf. L1 ED 298 092

Figure Ground
Figure/Ground Anomalies in Commercial Television: A Diagnostic Study.
29p. 1mf. L1 ED 297 412

Film Criticism
"The Last Waltz": Variations on a Theme.
15p. 1mf. L1 ED 297 413

Finance Reform
Recent Financial Gains Helping Farmers Withstand Drought.

Agriculture Information Bulletin Number 543.
13p. 1mf. L1 ED 297 180

Financial Audits
U.S. Commission on Civil Rights: Compliance with Appropriation Provisions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of Representatives.
12p. 1mf. L1 ED 298 193
U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.
98p. 2mf. L1 ED 298 192

Financial Policy
Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.
13p. 1mf. L1 ED 297 180

Financial Problems
Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
194p. 3mf. L1 ED 297 924
Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
274p. 3mf. L1 ED 297 925
Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.
13p. 1mf. L1 ED 297 180

Financial Support
Annual Program, 1986. Texas State Library.
286p. 3mf. L1 ED 297 727
Community College Laws of North Carolina, 1987 Edition.
70p. 1mf. L1 ED 297 822
Comparison of Revenues and Expenditures and Michigan School Districts, Educational Background, Median Family Income, Racial Makeup and the Dropout Rate.
24p. 1mf. L1 ED 297 438
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817
Excellence in Educational Fund Raising at America's Community Colleges and a Key Resources Guide for Educational Fund Raising.
59p. 1mf. L1 ED 297 826
Finance Formula. Abstract II: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 550
Generic Certificates. Agricultural Economic Report Number 594.
24p. 1mf. L1 ED 297 183

Governments and Higher Education--the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).
393p. 5mf. L2 ED 297 610

Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.
69p. 1mf. L1 ED 298 023

Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
19p. 1mf. L1 ED 297 653

Paying for College: Student Loans and Alternative Financing Mechanisms.
30p. 1mf. L1 ED 297 644

Starting a Small Business Incubator. A Handbook for Sponsors and Developers.
43p. 1mf. L1 ED 297 189

State Arts Agencies in 1974: All Present and Accounted For. Research Division Report #8.
161p. 2mf. L1 ED 298 071

Fire Protection

Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
190p. 2mf. L2 ED 297 769

FLES

Elusive Abecedarian: Addressing the Shortage of Elementary School Language Teachers.
45p. 1mf. L1 ED 297 604

Flexible Scheduling

Time for a Change? Conclusions of a Seminar on the Organisation of School Time and Its Implications for Buildings (Ouranoupoli, Greece, October 11-16, 1987).
38p. 1mf. L2 ED 297 471

Florida

Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114

Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
109p. 2mf. L1 ED 297 115

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 555

Florida Teacher Certification Examination

Improving Teacher Certification Examination Scores of Minority Candidates: Results of an Intervention Program.
17p. 1mf. L1 ED 298 176

Focus Groups Approach

Focus Groups: An Alternative Method of Gathering Qualitative Data in Communication Research.
19p. 1mf. L1 ED 297 393

Folk Culture
Arthur Smith, Local Baptist Pastor.
60p. 1mf. L1 ED 298 006

East Texas Quilts.
44p. 1mf. L1 ED 298 005

East Texas Storytellers.
44p. 1mf. L1 ED 298 003

Jim Driver, Panola County Oil and Gas Boom.
61p. 1mf. L1 ED 298 008

Mission Dolores and Jim Corbin.
60p. 1mf. L1 ED 298 007

Monroe Brannon: Gary's Master Story Teller.
60p. 1mf. L1 ED 298 009

Followup Studies
Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.
33p. 1mf. L1 ED 298 097

Food Processing Occupations
U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Food Security Act 1985
Generic Certificates. Agricultural Economic Report Number 594.
24p. 1mf. L1 ED 297 183

Foreign Countries
Assessment of Educational Achievement in Asia and the Pacific. Report of a Seminar (Tokyo, Japan, January 20-February 1, 1986).
239p. 3mf. L1 ED 297 428

Computer-Aided Learning: A Self-Destroying Prophecy?
23p. 1mf. L2 ED 297 711

Curriculum as a Political Problem: A Historical Perspective.
27p. 1mf. L1 ED 297 452

Developing African Secondary School Libraries. A Manual.
87p. 1mf. L1 ED 297 781

Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.
140p. 2mf. L1 ED 297 721

Educational Facilities in Japan. NIER Occasional Paper 01/87.
25p. 1mf. L1 ED 297 431

Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II.
297p. 4mf. L1 ED 297 433

Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.
280p. 3mf. L1 ED 297 432

Equal Power in Adversity: An Educational Myth for Post-Renwick Policy-Making in New Zealand Education.

25p. 1mf. L1 ED 297 447
Inventory of Documents on Educational Planning and Management in Asia and the Pacific.
232p. 3mf. L2 ED 297 429
Memoria de la XXII Reunion Ordinaria de la Asamblea General de la ANUIES (Report of the 22nd Meeting of the General Assembly of the National Association of Universities and Institutions of Higher Education) (22nd, Manzanillo, Colima, Mexico, October 1986).
188p. 2mf. L1 ED 297 609
New Upper Secondary School Education in Japan. NIER Occasional Paper 02/86.
17p. 1mf. L1 ED 297 430
Physics Problem Solving: Student Performance Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.
209p. 3mf. L1 ED 297 974
Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667
Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific. Research Proposal. Report of a Regional Workshop (1st, Tokyo, Japan, June 17-July 10, 1986).
80p. 1mf. L1 ED 297 427

Foreign Language Experience Programs
Elusive Abecedarian: Addressing the Shortage of Elementary School Language Teachers.
45p. 1mf. L1 ED 297 604

Foreign Policy
Fundamentals of U.S. Foreign Policy. Public Information Series.
104p. 2mf. L1 ED 298 026

Foreign Students
International Teaching Assistant Training Seminar at Arizona State University.
9p. 1mf. L1 ED 297 605
Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613
Profiles: Detailed Analyses of the Foreign Student Population, 1985/86.
199p. 3mf. L1 ED 297 666

Formative Evaluation
Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720
Developing and Validating Science Education Videodiscs.
39p. 1mf. L1 ED 297 943
Elementary School Science Education Program Evaluation Guide SY88-89 Edition One.
74p. 1mf. L1 ED 297 939
Formative and Summative Approaches to Effectiveness Indicators.

29p. 1mf. L1 ED 298 178
Using Evaluation Findings To Improve Minority Education Programs.
6p. 1mf. L1 ED 297 636

Foundations of Education
Curriculum as a Political Problem: A Historical Perspective.
27p. 1mf. L1 ED 297 452

Four Day School Week
More with Four: A Look at the Four Day Week in Oregon's Small Schools.
21p. 1mf. L1 ED 297 919

Fractions
Understanding Fraction Addition.
27p. 1mf. L1 ED 297 937

France
Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.
27p. 1mf. L1 ED 297 453

Fraternities
Greek Life on Campus. How Will a Changing Society Affect It?
4p. 1mf. L1 ED 297 617

Freedom of Speech
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
35p. 1mf. L1 ED 297 325
Freedom of Expression in the Original Constitution: A Bicentennial Review.
9p. 1mf. L1 ED 297 411
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
31p. 1mf. L1 ED 297 329
What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
29p. 1mf. L1 ED 297 323

Freire (Paulo)
Poet Teaches Composition.
13p. 1mf. L1 ED 297 347

Freshman Composition
Content of Composition Courses.
20p. 1mf. L1 ED 297 357
Directing Freshman English: Who Really Has Control?
26p. 1mf. L1 ED 297 344
Factors Which Influence Re-Entry Women in College Composition Classes.

13p. 1mf. L1 ED 297 326

I-Search Paper--Revised Edition of "Searching Writing."
359p. mf. L3 ED 297 367

Where Should Students Start Writing in the Disciplines?
15p. 1mf. L1 ED 297 341

Who Are We Missing? Why Some Students Are Failing Freshman Composition...and How Others Are Succeeding.
25p. 1mf. L1 ED 297 785

Frieden (Betty)

Southern College Women and "The Feminine Mystique."
34p. 1mf. L1 ED 297 642

Fringe Benefits

Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report 88-9.
51p. 1mf. L1 ED 297 657

Froebel (Friedrich)

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).
204p. 3mf. L1 ED 298 048

Fruits

U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Full Day Programs

Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
168p. 2mf. L2 ED 297 857

Full State Funding

Finance Formula. Abstract II: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 550

Full Time Students

PVCC Full-Time Students: Fall Quarter 1987. Research Report No. 5-88.
29p. 1mf. L1 ED 297 804

Trends in Geographic Origins of Students. Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.
592p. 7mf. L1 ED 297 651

Functional Literacy

Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.
34p. 1mf. L1 ED 297 740

Functional Reading

Guidelines: Writing for Adults with Limited Reading Skills.
25p. 1mf. L1 ED 297 192

Fund Raising

Excellence in Educational Fund Raising at America's Community Colleges and a Key Resources Guide for Educational Fund Raising.
59p. 1mf. L1 ED 297 826

Library Development and Fund Raising Capabilities. SPEC Kit 146.
129p. 2mf. L2 ED 297 773

Funding Formulas
Finance Formula. Abstract II: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 550

Future Homemakers of America
ACTION Planning for Leadership Development in Home and Family Life Programs.
49p. 1mf. L1 ED 297 148
Building Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.
55p. 1mf. L1 ED 297 143

Futures (of Society)
Education in Asia and the Pacific: Reviews, Reports and Notes. Number 23.
155p. 2mf. L2 ED 298 013
Future Problem Solving Program: An Investigation of Effects on Problem Solving Ability.
30p. 1mf. L1 ED 297 485
Strategic Planning in Education: A Guide for Policymakers.
17p. 1mf. L1 ED 297 439
Victims of AIDS: Family, Society, Cost and Outlook.
21p. 1mf. L1 ED 297 088

Gandhi (Mahatma)
Gandhi's Nonviolent Rhetorical Perspective: A Unique Strategy for Peace Communication.
22p. 1mf. L1 ED 297 389
Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.
27p. 1mf. L1 ED 297 388

Gatekeeper Role
What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
29p. 1mf. L1 ED 297 323

Gender (Language)
Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

General Accounting Office
Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.
67p. 1mf. L1 ED 297 920

General Education
General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987.

47p. 1mf. L1 ED 297 789
Learning To Be Human: Confucian Resources for Rethinking General Education.
39p. 1mf. L1 ED 297 788
General Educational Development Tests
Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134
General Systems Theory
General Systems Theory and Instructional Design.
22p. 1mf. L1 ED 297 722
Generalization
((Teaching of Mathematics to Mildly Handicapped Students)).
6p. 1mf. L1 ED 297 521
Generic Certificates (Agriculture)
Generic Certificates. Agricultural Economic Report Number 594.
24p. 1mf. L1 ED 297 183
Geographic Distribution
Geographic Origins of Students. Fall 1987. Volume II. Report Number 2-88.
498p. 6mf. L1 ED 297 650
Geographic Origins of Students. Fall 1987. Volume I. Report Number 2-88.
590p. 7mf. L1 ED 297 649
Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.
69p. 1mf. L1 ED 298 023
Origin of Kentucky College and University Enrollments. Fall 1987.
155p. 2mf. L1 ED 297 688
Profiles: Detailed Analyses of the Foreign Student Population, 1985/86.
199p. 3mf. L1 ED 297 666
Trends in Geographic Origins of Students. Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.
592p. 7mf. L1 ED 297 651
Where Artists Live: 1970. Research Division Report #5.
83p. 1mf. L1 ED 298 069
Geography
Canadian Studies: Geography. A Report for Educators.
177p. 2mf. L1 ED 298 059
Geography Instruction
Canadian Studies: Geography. A Report for Educators.
177p. 2mf. L1 ED 298 059
Studying Hard for a College Level Geography Course: A Case Study.
14p. 1mf. L1 ED 297 306
Geometric Concepts
Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.
60p. 1mf. L1 ED 297 993

Georgian Court College NJ
Economic Impact of Georgian Court College on the Local Economy.
39p. 1mf. L1 ED 297 633

German
How Women vs. Men Manage Discourse: Turn-Taking in German.
21p. 1mf. L1 ED 297 576

Germans
Von Steuben and the German Contribution to the American Revolution: A Selective Bibliography.
45p. 1mf. L1 ED 298 018

Gifted
Applying the S.O.I. Model to Curriculum Development.
15p. 1mf. L1 ED 297 542
Content Analysis of the Research on Giftedness: How Well Are We Doing?
26p. 1mf. L1 ED 297 524
Future Problem Solving Program: An Investigation of Effects on Problem Solving Ability.
30p. 1mf. L1 ED 297 485
GATEWAYS Music Curriculum for Musically Talented Children. Report #367.
77p. 1mf. L1 ED 298 033
Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494

Global Approach
Consider the Connections. Global Issues Education Packet.
37p. 1mf. L2 ED 297 981
Education in Asia and the Pacific: Reviews, Reports and Notes. Number 23.
155p. 2mf. L2 ED 298 013
High Technology in Australia: Rhetoric or Reality?
12p. 1mf. L1 ED 297 713
Infusing International Experience into the Curriculum.
19p. 1mf. L1 ED 297 791
Internationalizing Multicultural Education.
12p. 1mf. L1 ED 298 053
Reforming Preservice Education: An International Dimension. Executive Summary.
35p. 1mf. L1 ED 298 130

Governance
Community Colleges in Canada: A Current Profile.
21p. 1mf. L1 ED 297 842
Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
141p. 2mf. L1 ED 297 607
Manual for Trustees of the North Carolina Community College System.
52p. 1mf. L1 ED 297 823

Governing Boards
Manual for Trustees of the North Carolina Community College System.
52p. 1mf. L1 ED 297 823

Government Employees
Minority Representation: Efforts of the Alcohol, Drug Abuse, and Mental Health Administration. Report to the Honorable Daniel K. Inouye, U. S. Senate.
32p. 1mf. L1 ED 297 234
U.S. Commission on Civil Rights: Compliance with Appropriation Provisions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of Representatives.
12p. 1mf. L1 ED 298 193

Government Role
Commitment to America's Children.
21p. 1mf. L1 ED 298 121
Economic Prosperity and the Responsibility of Public Education in Metro New Orleans.
31p. 1mf. L1 ED 298 228
Federal Role and Chapter 1: Rethinking Some Basic Assumptions.
18p. 1mf. L1 ED 298 205
Federal Role in Providing Services to the Mentally Ill. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (May 19, 1987).
220p. 3mf. L1 ED 297 240
Governments and Higher Education--the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).
393p. 5mf. L2 ED 297 610
Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426
Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
11p. 1mf. L1 ED 297 921
Present Issues and Interests on the Study of the History of Adult Education in Japan.
11p. 1mf. L1 ED 297 106
TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a Transborder Data Flow Perspective.
24p. 1mf. L2 ED 297 761
U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Government School Relationship
Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).

95p. 1mf. L1 ED 297 475

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).

175p. 2mf. L1 ED 298 049

Papers and Proceedings of the Midwest History of Education Society Annual Meeting (16th, Chicago, Illinois, October 24-25, 1980).

201p. 3mf. L1 ED 298 045

Grade Repetition

Two Years of Kindergarten: Ethical and Curricular Considerations.

18p. 1mf. L1 ED 297 884

Grade 12

Grade 12 Diploma Examination: Biology 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Biologie 30. Juin 1988.

75p. 1mf. L1 ED 297 958

Grade 12 Diploma Examination: Chemistry 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Chimie 30. Juin 1988.

53p. 1mf. L1 ED 297 959

Grade 12 Diploma Examination: Physics 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Physique 30. Juin 1988.

59p. 1mf. L1 ED 297 960

Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.

43p. 1mf. L1 ED 298 145

Grade 3

Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.

30p. 1mf. L1 ED 298 142

Grade 5

Effect of the Computer on Problem Solving. Hinsdale District 181.

28p. 1mf. L1 ED 297 717

Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).

29p. 1mf. L1 ED 298 161

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).

33p. 1mf. L1 ED 298 160

Grade 6

Effects of Various Middle-Grade Configurations.

15p. 1mf. L1 ED 297 417

Grade 6 Achievement Test: English Language Arts. Part B: Reading (Multiple Choice).

23p. 1mf. L1 ED 297 353

Grade 6 Achievement Test: English Language Arts. Part A: Composition.

12p. 1mf. L1 ED 297 352

Grade 7

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).

35p. 1mf. L1 ED 298 167
Reading Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
32p. 1mf. L1 ED 298 166
Writing Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 165

Grade 9

Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.
133p. 2mf. L1 ED 297 421
Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
36p. 1mf. L1 ED 298 164
Reading Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
34p. 1mf. L1 ED 298 163
Writing Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
31p. 1mf. L1 ED 298 162

Grading

Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Graduate Students

Training Graduate Student Instructors .
11p. 1mf. L1 ED 297 612
Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613
T.A. Training Planning Meeting, May 20, 1986. Center for Instructional Development and Research, University of Washington.
85p. 1mf. L1 ED 297 614

Graduate Surveys

Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.
33p. 1mf. L1 ED 298 097
Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 556

Graduation Requirements

Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Micronesian Region.
18p. 1mf. L1 ED 297 586

Grains (Food)

Generic Certificates. Agricultural Economic Report Number 594.
24p. 1mf. L1 ED 297 183

Grants

Grants
Juvenile Justice: Grant to the National Partnership To Prevent Drug and Alcohol Abuse. Briefing Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
41p. 1mf. L1 ED 297 235
Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166
Youth in Crisis: Living On the Jagged Edge.
44p. 1mf. L1 ED 298 214

Great Books Curriculum
Teaching Group Participation Skills to the Learning Disabled: A Key to Effective Mainstreaming.
17p. 1mf. L1 ED 297 511

Great Britain
Back to the Future: A Study of Short-Term Adult Residential Education.
45p. 1mf. L1 ED 297 135
Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.
17p. 1mf. L1 ED 297 102

Greater Avenues for Independence
GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

Group Behavior
Academic Tribes. Second Edition.
185p. mf. L3 ED 297 632

Group Discussion
Teaching Group Participation Skills to the Learning Disabled: A Key to Effective Mainstreaming.
17p. 1mf. L1 ED 297 511

Group Dynamics
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415
Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
34p. 1mf. L1 ED 297 089

Group Homes
Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
35p. 1mf. L2 ED 297 210

Group Unity
Marietta Celebration of Unity Case Study.
23p. 1mf. L1 ED 298 035

Grouping (Instructional Purposes)
Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.
162p. 2mf. L1 ED 297 338

Growing Thinkers Program
Growing Thinkers Program, Houston Independent School District

(Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 1).

7p. 1mf. L1 ED 297 278

Guam

Chamorro Language Issues and Research on Guam. A Book of Readings.

214p. 3mf. L1 ED 297 587

Guardianship

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Briefing by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (September 25, 1987).

140p. 2mf. L1 ED 297 241

Guessing (Tests)

Prediction of Item Performance by Expert Judges: A Methodology for Examining the Impact of Correction-for-Guessing Instructions on Test Taking Behavior.

14p. 1mf. L1 ED 298 171

Guidelines

When Can You Weed an Unused Book?

9p. 1mf. L1 ED 297 762

Guides

Introduction of New Technology from the User's Perspective: A Message-Q/ing Study.

26p. 1mf. L1 ED 297 716

Gymnastics

Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!

120p. mf. L3 ED 298 124

Handicap Identification

Early Childhood Identification of Handicapped or "At Risk" Children. Absract VI: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 554

Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.

60p. 1mf. L1 ED 297 488

Guide for Referral and Case Coordination for Young Children in Hospital Settings.

199p. 3mf. L1 ED 297 487

Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.

31p. 1mf. L1 ED 297 512

Handicrafts

East Texas Quilts.

44p. 1mf. L1 ED 298 005

Jim Driver, Panola County Oil and Gas Boom.

61p. 1mf. L1 ED 298 008

To Survey American Crafts: A Planning Study. Research Division Report #2.

32p. 1mf. L1 ED 298 067

Hawaii

Collected Fall Enrollment Reports: University of Hawaii Community Colleges, 1983-1986.

110p. 2mf. L1 ED 297 798

Library Programs; Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1987. LSCA Title IV.

56p. 1mf. L1 ED 297 767

Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.

91p. 1mf. L1 ED 297 131

Hazardous Materials

Atoms to Electricity.

94p. 1mf. L1 ED 297 942

Nontoxic Home. Protecting Yourself and Your Family from Everyday Toxics and Health Hazards.

223p. mf. L3 ED 297 947

Health

Health in Iowa.

33p. 1mf. L1 ED 298 030

Health Status, Personal Definition of Health, and Health Behavior Choice in the Elderly.

58p. 1mf. L1 ED 297 212

Health Care Costs

Summary of Expenditures and Sources of Payment for Personal Health Services from the National Medical Care Expenditure Survey: Data Preview 24. National Health Care Expenditure Study.

29p. 1mf. L1 ED 297 247

Health Education

Case Study of the California Community Colleges' AIDS Policies, Guidelines, and Services for Students, Faculty and Staff.

147p. 2mf. L1 ED 297 829

Evaluation Report on an Educational Teletext Programme about AIDS.

9p. 1mf. L1 ED 298 159

Guidelines for Effective School Health Education To Prevent the Spread of AIDS.

17p. 1mf. L1 ED 298 114

Health/Physical Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

27p. 1mf. L1 ED 298 095

Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.

53p. 1mf. L1 ED 298 157

Health Insurance

Summary of Expenditures and Sources of Payment for Personal Health Services from the National Medical Care Expenditure Survey: Data Preview 24. National Health Care Expenditure Study.

29p. 1mf. L1 ED 297 247

Health Needs

Serving the Newly Legalized: Their Characteristics and Current Needs.

78p. 1mf. L1 ED 298 243

Health Occupations

Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene Series.

168p. mf. L3 ED 297 991

Financial Aid for Minorities in Health Fields.

60p. 1mf. L2 ED 297 628

Health in Iowa.

33p. 1mf. L1 ED 298 030

Health Programs

Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.

49p. 1mf. L1 ED 298 235

Health Services

Equal Access to Health Care: Patient Dumping. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (July 22, 1987).

468p. 5mf. L1 ED 297 237

Summary of Expenditures and Sources of Payment for Personal Health Services from the National Medical Care Expenditure Survey: Data Preview 24. National Health Care Expenditure Study.

29p. 1mf. L1 ED 297 247

Hearing Impairments

Improving Thinking Skills in Deaf College Students.

17p. 1mf. L1 ED 297 489

Heart Smart Cognitive Tests

Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.

53p. 1mf. L1 ED 298 157

Hebrew

Paradigmatic Errors in First Language Attrition.

13p. 1mf. L1 ED 297 569

Helping Relationship

Professionals and Self-Help: Where Do Professionals Fit In?

12p. 1mf. L1 ED 297 228

Heuristics

Physics Problem Solving: Student Performance Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.

209p. 3mf. L1 ED 297 974

High Expectations Reading Program

High Expectations Reading Program, McAllen Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).

7p. 1mf. L1 ED 297 279

High Risk Persons

Developmental Pediatrician's Experience with Four-Year-Olds in Schools: A Suggested Approach to Common Problems.
6p. 1mf. L1 ED 297 877

Early Childhood Identification of Handicapped or "At Risk" Children. Absract VI: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 554

Homelessness: An Annotated Bibliography of Australian Research.
174p. 2mf. L2 ED 297 231

Motor Vehicle Theft. Special Report.
13p. 1mf. L1 ED 297 246

High Risk Students

Addressing the "At-Risk" Challenge in the Nonurban Setting.
14p. 1mf. L1 ED 297 910

At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232

At-Risk Students: Approaches to Identification and Intervention.
22p. 1mf. L1 ED 297 230

At-Risk Youth: Definitions, Dimensions, and Relationships.
18p. 1mf. L1 ED 297 196

Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
38p. 1mf. L1 ED 298 216

Communication Apprehension: Student Demographic Characteristics at The Pennsylvania State University.
17p. 1mf. L1 ED 297 398

Computers and the Waterways' Project.
10p. 1mf. L1 ED 297 358

Creating Profiles of High Risk Students.
14p. 1mf. L1 ED 298 181

Developmental Inventory of Sources of Stress.
39p. 1mf. L1 ED 298 182

Early Peer Relations: Developmental Significance and Prognostic Implications.
23p. 1mf. L1 ED 297 885

Freshman Strategy Seminar. A Pilot Study.
16p. 1mf. L1 ED 297 796

Helping Developmental Students Overcome Communication Apprehension.
20p. 1mf. L1 ED 297 397

High School Development Center: An Alternative School for Ninth and Tenth Grades. Executive Summary, 1986-87.
6p. 1mf. L1 ED 298 226

High School Development Center: An Alternative School for Ninth and Tenth Grades. Evaluation Report, 1986-87.
57p. 1mf. L1 ED 298 227

Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.

31p. 1mf. L1 ED 297 512
New Start Program: Third-Year Report.
23p. 1mf. L1 ED 297 831
Paired Courses: An Instructional Model Designed To Enhance Academic Success.
8p. 1mf. L1 ED 297 307
Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue.
36p. 1mf. L2 ED 297 193
Students at Risk. Programs and Practices.
70p. 1mf. L1 ED 298 196
Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).
31p. 1mf. L1 ED 298 185
Vocational Education and the Retention of At-Risk Youth.
15p. 1mf. L1 ED 297 123
Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.
56p. 1mf. L1 ED 297 150
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

High School and Beyond (NCES)

College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
102p. 2mf. L1 ED 297 680
Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.
43p. 1mf. L1 ED 298 145

High School Equivalency Programs

Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134

High School Graduates

Public School Graduates, 1981-1985. OERI Historical Report.
23p. 1mf. L1 ED 297 479

High School Seniors

Moving Out and Marriage: What Do Young Adults Expect?
13p. 1mf. L2 ED 297 214

High School Students

Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
38p. 1mf. L1 ED 298 216
Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229
High School Preparation for Employment.
163p. 2mf. L1 ED 297 158
Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.

31p. 1mf. L1 ED 297 725
Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.
24p. 1mf. L2 ED 297 858
Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198
Technical Notes to the Tables on Children, Education and Poverty.
48p. 1mf. L1 ED 298 189

High Schools

California's Career Guidance Technicians: A Profile.
26p. 1mf. L1 ED 297 220

Higher Education

Education in Asia and the Pacific: Reviews, Reports and Notes. Number 23.
155p. 2mf. L2 ED 298 013
Higher Education and Technology--The Challenge We Face in the 1980s.
14p. 1mf. L1 ED 297 699
Historical Trends: State Education Facts, 1975-1985.
70p. 1mf. L1 ED 297 483
Learning from the Technology or Learning with It: Being a Brief History of, and Inquiry into, the Presence of Computers on Campuses.
23p. 1mf. L1 ED 297 690
Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 88-16.
36p. 1mf. L1 ED 297 654
Memoria de la XXII Reunion Ordinaria de la Asamblea General de la ANUIES (Report of the 22nd Meeting of the General Assembly of the National Association of Universities and Institutions of Higher Education) (22nd, Manzanillo, Colima, Mexico, October 1986).
188p. 2mf. L1 ED 297 609
New Computing in Higher Education.
16p. 1mf. L1 ED 297 700
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).
204p. 3mf. L1 ED 298 048
Preservice Challenge: Discipline-Based Art Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utah, August 8-15, 1987).
233p. 3mf. L1 ED 298 077
South Carolina Higher Education Statistical Abstract. Ninth Edition.
95p. 1mf. L1 ED 297 640
South Carolina Higher Education Statistical Abstract. Tenth Edition.

103p. 2mf. L1 ED 297 641
Statistical Summary of Missouri Higher Education 1987-1988.
166p. 2mf. L1 ED 297 675

Higher Order Skills
Humanities and High Order Thinking Skills. Task Force Report.
19p. 1mf. L1 ED 298 015
Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
118p. 2mf. L1 ED 298 141

Hispanic American Literature
Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911
Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912

Hispanic American Students
Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198

Hispanic Americans
Child Abuse Cases in an Hispanic Community: A Teaching Tool.
36p. 1mf. L1 ED 298 200
Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
59p. 1mf. L1 ED 298 242
Planning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (October 20, 1987).
152p. 2mf. L1 ED 297 239

Historiography
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October 24-25, 1986).
247p. 3mf. L1 ED 298 051

History
Interpretations: A Student Journal of Historical Writings, 1988.
74p. 1mf. L1 ED 298 061

History Instruction
Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.
30p. 1mf. L1 ED 298 016

Hmong People
Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.
73p. 1mf. L1 ED 298 238

Home Economics
Building Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.
55p. 1mf. L1 ED 297 143

Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.
25p. 1mf. L1 ED 297 121

Washington STAR Events Manual. Revised.
46p. 1mf. L1 ED 297 142

Home Programs
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
15p. 1mf. L1 ED 297 516

Homeless People
Homelessness: An Annotated Bibliography of Australian Research.
174p. 2mf. L2 ED 297 231

Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.
49p. 1mf. L1 ED 298 235

Homemakers
Older Male Primary Caregivers and the Homemaker Role.
17p. 1mf. L1 ED 297 200

Homework
Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.
68p. 1mf. L1 ED 297 865

Homosexuality
AIDS Victims and Heterosexual Attitudes.
23p. 1mf. L1 ED 298 153

Lesbian Mothers.
16p. 1mf. L1 ED 297 205

Working with Gay and Lesbian Students.

5p. 1mf. L1 ED 297 622

Honors Curriculum

Honors Students and a Basic Speech-Communication Course: Techniques for Meeting Their Needs.

25p. 1mf. L1 ED 297 401

Hospitality Occupations

Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.

59p. 1mf. L1 ED 297 133

Hospitalized Children

Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.

60p. 1mf. L1 ED 297 488

Guide for Referral and Case Coordination for Young Children in Hospital Settings.

199p. 3mf. L1 ED 297 487

Hotlines (Public)

Crisis "Hotline" as Mediated Therapeutic Communication.

24p. 1mf. L1 ED 297 194

Therapy on the Telephone: The Decentralization of Traditional Therapy.

12p. 1mf. L1 ED 297 195

Housing Deficiencies

Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.

157p. 2mf. L2 ED 298 190

Housing Needs

Homelessness: An Annotated Bibliography of Australian Research.

174p. 2mf. L2 ED 297 231

Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.

157p. 2mf. L2 ED 298 190

Human Capital

Factors Influencing the Interstate Distribution of Human Capital.

16p. 1mf. L1 ED 297 915

Human Resources

International Cooperation in Human Resource Development.

16p. 1mf. L1 ED 297 726

Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.

13p. 1mf. L1 ED 297 163

Human Services

Federal Role in Providing Services to the Mentally Ill. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (May 19, 1987).

220p. 3mf. L1 ED 297 240

Inventory of Skills and Attitudes Necessary for a Career in Human

Services/Adult Care.
24p. 1mf. L1 ED 297 127

Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
14p. 1mf. L1 ED 297 126

Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
91p. 1mf. L1 ED 297 131

Humanistic Education

Education in Asia and the Pacific: Reviews, Reports and Notes. Number 23.
155p. 2mf. L2 ED 298 013

Illiteracy: A Problem for the Humanities.
12p. 1mf. L1 ED 297 269

Learning To Be Human: Confucian Resources for Rethinking General Education.
39p. 1mf. L1 ED 297 788

Humanitarianism

Status Report on Human Corps Activities. Report 88-24.
100p. 2mf. L1 ED 297 652

Humanities

Humanities and High Order Thinking Skills. Task Force Report.
19p. 1mf. L1 ED 298 015

Humanities Instruction

Foundations of American Citizenship: New Directions for Education.
184p. 2mf. L2 ED 298 062

Humanities and High Order Thinking Skills. Task Force Report.
19p. 1mf. L1 ED 298 015

Magnet School Program: 1987-1988. End-of-Year Report. OEA Evaluation Report.
24p. 1mf. L1 ED 298 215

Humor

Empirical Foundation for a Taxonomy of Humor.
7p. 1mf. L1 ED 298 149

Hungarian

Paradigmatic Errors in First Language Attrition.
13p. 1mf. L1 ED 297 569

Hunger

How the Daily Press Looks at Hunger.
37p. 1mf. L1 ED 297 371

IBM Personal Computer

ITEMBANK: An Item Bank Package for the IBM PC. User's Guide, Version 1.0.
52p. mf. L3 ED 298 131

SFAP: Scan-Tron Forms Analysis Package for the IBM-PC. User's Guide, Version 2.0.
52p. mf. L3 ED 298 132

SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.

39p. mf. L3 ED 298 133
Test Analysis Package (TAP): A Microcomputer Questionnaire and Item Analysis Program. User's Guide for the IBM-PC. Version 2.0.
56p. mf. L3 ED 298 134

Iceland
Primary Education in Iceland. Project No. 8: "Innovation in Primary Education."
9p. 1mf. L2 ED 297 851

Idaho
Handbook for Vocational Advisory Committees. Revised. Voc. Ed. #170.
33p. 1mf. L1 ED 297 096

Identification
Research Report on Essential Factors Germane to a Child's Readiness for First Grade.
16p. 1mf. L1 ED 297 846

Identification (Psychology)
Southern College Women and "The Feminine Mystique."
34p. 1mf. L1 ED 297 642

Ideology
Many Faces of Power, Ideology and Culture: In Search of a More Interpretative Communication Research.
22p. 1mf. L1 ED 297 386
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicago, Illinois, October 29-30, 1976).
159p. 2mf. L1 ED 298 041

Illegal Drug Use
White House Conference for a Drug Free America. Hearing on H.R. 3226 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, First Session (September 10, 1987).
27p. 1mf. L1 ED 297 238

Illinois
City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
14p. 1mf. L1 ED 297 477
Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190
Managing a Small Business Incubator.
57p. 1mf. L1 ED 297 188
Starting a Small Business Incubator. A Handbook for Sponsors and Developers.
43p. 1mf. L1 ED 297 189

Illinois (Chicago)
Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.
133p. 2mf. L1 ED 297 421
Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.

30p. 1mf. L1 ED 298 016

Illiteracy
Illiteracy: A Problem for the Humanities.
12p. 1mf. L1 ED 297 269

Measuring the Costs of Illiteracy in Canada.
55p. 1mf. L1 ED 297 152

National Adult Literacy Policy: A Proposal from the Working Group on Adult Literacy.
13p. 1mf. L1 ED 297 312

Image Analysis
Studying Photographic Advertising Illustrations and Their Effects.
30p. 1mf. L1 ED 297 403

Immersion Programs
Elusive Abecedarian: Addressing the Shortage of Elementary School Language Teachers.
45p. 1mf. L1 ED 297 604

Immigrants
Serving the Newly Legalized: Their Characteristics and Current Needs.
78p. 1mf. L1 ED 298 243

Immigration
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (21st, Chicago, Illinois, October 25-26, 1985).
131p. 2mf. L1 ED 298 050

Immigration Reform and Control Act 1986
Serving the Newly Legalized: Their Characteristics and Current Needs.
78p. 1mf. L1 ED 298 243

Impact
Impact of an International Education on College Acceptance and Career Development.
19p. 1mf. L1 ED 298 056

Improvement Programs
Compendium of Innovative Teacher Education Projects.
70p. 1mf. L1 ED 298 079

Incentives
Legislative and State Educational Agency Perspectives on Teacher Incentive Policy. Summary of Presentation.
36p. 1mf. L1 ED 298 081

New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.
26p. 1mf. L1 ED 298 094

Teacher Ethnicity: Relationships with Teaching Rewards and Incentives.
59p. 1mf. L1 ED 298 078

Incidence

Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
50p. 1mf. L1 ED 297 559

Income

Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.
5p. 1mf. L1 ED 297 186

Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185

Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
27p. 1mf. L1 ED 297 184

Money Income and Poverty Status in the United States: 1987. (Advance Data from the March 1988 Current Population Survey). Current Population Reports: Consumer Income.
80p. 1mf. L1 ED 298 241

Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 556

Understanding the Employment of Actors. Research Division Report #3.
37p. 1mf. L1 ED 298 068

Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.
42p. 1mf. L1 ED 297 226

Independent Living

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Independent Reading

Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265

Independent Study

Commitment to Literacy: The Learning Center's Annual Report, 1986-87.

46p. 1mf. L1 ED 297 795
Computer Literacy: Course Description and Computer Awareness: Module Syllabus.
17p. 1mf. L1 ED 297 702

Index Medicus
Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752

Indexes
Practical and Effective Point-of-Use Library Guides from the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo.
33p. 1mf. L1 ED 297 744
Resources in Education (RIE). Volume 24, Number 1.
p. mf. L2 ED 297 085

Indexing
Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
53p. 1mf. L1 ED 297 693

Indian Education Act Amendments 1987
Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
194p. 3mf. L1 ED 297 924
Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
274p. 3mf. L1 ED 297 925

Indian Education Act 1972 Title IV
Indian Education: Focus on Past, Present & Future. The 13th Annual Report to the Congress of the United States. Fiscal Year 1986.
44p. 1mf. L1 ED 297 901

Indiana
Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.
15p. 1mf. L1 ED 297 715
Indiana Consortium for Computer and High Technology Education, Annual Report s , June 30, 1984-June 30, 1987.
113p. 2mf. L1 ED 297 714
Models of Teacher Evaluation. Policy Bulletin No. 2.
5p. 1mf. L1 ED 297 456

Indiana University
Reforming Preservice Education: An International Dimension. Executive Summary.
35p. 1mf. L1 ED 298 130

Individual Characteristics
Developmental Pediatrician's Experience with Four-Year-Olds in Schools: A Suggested Approach to Common Problems.
6p. 1mf. L1 ED 297 877

Individual Development
Developmental Pediatrician's Experience with Four-Year-Olds in Schools: A Suggested Approach to Common Problems.

6p. 1mf. L1 ED 297 877
Early Peer Relations: Developmental Significance and Prognostic Implications.
23p. 1mf. L1 ED 297 885
Lipman Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipman Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
63p. 1mf. L1 ED 297 872
Private School Teachers' Opinions, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 087
Role of Mentors in Preparing Future Principals.
35p. 1mf. L1 ED 297 419

Individual Differences
Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
28p. 1mf. L1 ED 297 573
Individual Differences in Achievement Orientation and Use of Classroom Feedback.
18p. 1mf. L1 ED 298 156
Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Individual Instruction
When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.
16p. 1mf. L1 ED 297 327

Individual Needs
Needs Assessment of the Medical Laboratory Technology Students at New York City Technical College.
47p. 1mf. L1 ED 297 145

Individualized Instruction
Higher Education and Technology--The Challenge We Face in the 1980s.
14p. 1mf. L1 ED 297 699

Industrial Arts
Design and Drawing for Production. Syllabus. Field Test Edition II.
101p. 2mf. L1 ED 297 191

Industrial Education
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).
175p. 2mf. L1 ED 298 049

Industrial Training
Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

Industry
High Technology in Australia: Rhetoric or Reality?

12p. 1mf. L1 ED 297 713

Infants
International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simposio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."
304p. 4mf. L2 ED 297 513

Separation: An Opportunity for Growth.
14p. 1mf. L1 ED 297 867

Inferences
Using Classification Lessons To Teach Hispanic Secondary Students Inference.
18p. 1mf. L1 ED 297 590

Informal Reading Inventories
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. Eric Digest Number 6, 1988.
3p. 1mf. L1 ED 297 303

Information Dissemination
Macomb Community College Internal Communications Plan.
46p. 1mf. L1 ED 297 814

Study of Resources and Overture. Final Report.
21p. 1mf. L1 ED 297 940

Information Literacy
Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.
34p. 1mf. L1 ED 297 740

Information Needs
Introduction of New Technology from the User's Perspective: A Message-Q/ing Study.
26p. 1mf. L1 ED 297 716

Key Issues in Library and Information Science for Southern Africa: A Handbook for Library and Information Specialists.
155p. 2mf. L1 ED 297 741

Macomb Community College Internal Communications Plan.
46p. 1mf. L1 ED 297 814

Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748

Information Networks
Communications Technology Transforms the Marketplace: The Impact of the Telegraph, Telephone, and Ticker on the Cincinnati Merchants' Exchange.
29p. 1mf. L1 ED 297 378

Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546

New Trends in Electronic Publishing and Electronic Libraries.

Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Single System Image: An Information Systems Strategy. Professional Paper Series, #1.
30p. 1mf. L1 ED 297 687

Information Processing

Information Processing Applications: Curriculum Guidelines.
133p. 2mf. L1 ED 297 111

Information Retrieval

Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771

Peering into the Future of Advertising.
16p. 1mf. L1 ED 297 383

Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
53p. 1mf. L1 ED 297 693

Information Science

Key Issues in Library and Information Science for Southern Africa: A Handbook for Library and Information Specialists.
155p. 2mf. L1 ED 297 741

Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
32p. 1mf. L2 ED 297 746

Reisebericht London: Interner Workshop: "Knowledge Based Systems in Information Science" (London Travel Report: Internal Workshop: "Knowledge Based Systems in Information Science").
25p. 1mf. L1 ED 297 734

Information Seeking

Practical and Effective Point-of-Use Library Guides from the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo.
33p. 1mf. L1 ED 297 744

Information Sources

Alzheimer's Disease. LC Science Tracer Bullet 87-2.
12p. 1mf. L1 ED 297 213

How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739

Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
27p. 1mf. L1 ED 297 184

Solving the Information Puzzle...An Andrews Library Handbook.
49p. 1mf. L1 ED 297 747

Information Storage

Break up a File with EDLIN.
6p. 1mf. L1 ED 297 782

Technology Task Force. OMS Public Services Study. Final Report.

85p. 1mf. L1 ED 297 732

Information Systems

Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
130p. 2mf. L1 ED 297 765

International Cooperation in Human Resource Development.
16p. 1mf. L1 ED 297 726

Managing Alaska's Information Systems: A Participant-Observer Study.
47p. 1mf. L1 ED 297 757

Nonfiction Book Use by Academic Library Users. Research Report-88/1.
60p. 1mf. L1 ED 297 743

Single System Image: An Information Systems Strategy. Professional Paper Series, #1.
30p. 1mf. L1 ED 297 687

Information Technology

Collection of Articles on Computers and Information Technology.
29p. 1mf. L1 ED 297 712

Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771

Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.
34p. 1mf. L1 ED 297 740

Information Technology and Mathematics: Opening New Representational Windows.
28p. 1mf. L1 ED 297 950

Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
53p. 1mf. L1 ED 297 693

Input Output Analysis

Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
14p. 1mf. L1 ED 297 895

Input Output Devices

Commonly Asked Questions: Computers. Revised.
7p. 1mf. L1 ED 297 501

Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).
16p. 1mf. L1 ED 297 503

VIPES: Video Interacting "Personably" with Exceptional Student Education.
104p. 2mf. L1 ED 297 692

Inquiry

Online Search Optimization.
71p. 1mf. L1 ED 297 777

Inservice Education

Boards Need Education, Too!
3p. 1mf. L1 ED 297 444

Developing a Community Based Model for Involvement in the Elementary School.
215p. 3mf. L1 ED 297 866

Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
64p. 1mf. L1 ED 298 080

Study of Resources and Overture. Final Report.
21p. 1mf. L1 ED 297 940

Inservice Teacher Education

Growing Thinkers Program, Houston Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 1).
7p. 1mf. L1 ED 297 278

Indiana Consortium for Computer and High Technology Education, Annual Report s , June 30, 1984-June 30, 1987.
113p. 2mf. L1 ED 297 714

Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

Resource Catalog. Design for School Excellence School Improvement Program, 1986-87.
50p. 1mf. L1 ED 297 441

Shaping the Future: Teaching Our Youngest Students. Research Brief #2.
9p. 1mf. L1 ED 297 847

Institutional Administration

U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.
98p. 2mf. L1 ED 298 192

Institutional Advancement

Macomb Community College Recruitment Plan, 1987-1988.
66p. 1mf. L1 ED 297 815

Institutional Characteristics

Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.
206p. 3mf. L1 ED 298 103

Prince George's Community College 1988-93 Master Plan.
22p. 1mf. L1 ED 297 816

Some Attributes of Teachers in Private Elementary and Secondary Schools, 1985-86. OERI Bulletin, March 1987.
14p. 1mf. L1 ED 298 089

Institutional Evaluation

Collection of Papers on Self-Study and Institutional Improvement.
252p. 3mf. L1 ED 297 634

COPA Handbook.
144p. 2mf. L2 ED 297 685

Guide to COPA Recognized Accrediting Bodies. 1986-1988.
235p. 3mf. L2 ED 297 686

Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."
19p. 1mf. L1 ED 297 825

Policy Statement on Disclosure, Confidentiality and the Integrity of the Accrediting Process.
6p. 1mf. L1 ED 297 681

Policy Statement on Rights and Responsibilities of Accrediting Bodies and Institutions in the Accrediting Process.
5p. 1mf. L1 ED 297 682

Show Me Excellence: Assessment in Missouri Public Colleges and Universities.
61p. 1mf. L1 ED 297 678

Trends in the Accreditation Relationships of U.S. Postsecondary Institutions. 1978-1985.
17p. 1mf. L2 ED 297 684

Institutional Research

Enhancing the Program Evaluation Process in Minnesota's Technical Institutes: Four Recommendations.
34p. 1mf. L1 ED 297 174

Practice of Institutional Research: Perception vs. Reality.
45p. 1mf. L1 ED 297 631

Institutional Role

Policy Statement on Rights and Responsibilities of Accrediting Bodies and Institutions in the Accrediting Process.
5p. 1mf. L1 ED 297 682

Institutions

Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.
78p. 1mf. L2 ED 298 031

Instructional Design

Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
21p. 1mf. L2 ED 297 707

General Systems Theory and Instructional Design.
22p. 1mf. L1 ED 297 722

Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
39p. 1mf. L2 ED 297 709

Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Whole Language and Whole Language Instruction: A Definition.
17p. 1mf. L1 ED 297 270

Instructional Effectiveness

At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232

Computer-Aided Learning: A Self-Destroying Prophecy?
23p. 1mf. L2 ED 297 711

Decreasing Communication Anxiety through Public Speech Training.
17p. 1mf. L2 ED 297 406

Effective Schools and the Problems of the Poor.
25p. 1mf. L1 ED 298 212

Graduate Instructor Representation in Writing Programs: Building Communities through Peer Support.
12p. 1mf. L1 ED 297 333

Training of Teachers in the Instructional Use of Technology.
94p. 1mf. L1 ED 297 694

Trends in Instructional Programs: Missouri Public Four-Year Colleges and Universities. Fiscal Year 1983-Fiscal Year 1987.
67p. 1mf. L1 ED 297 679

Two-Way Bilingual Programs: Language-Learning-as-Resource.
21p. 1mf. L1 ED 297 602

Instructional Improvement

Arizona Teacher Residency Project.
16p. 1mf. L1 ED 298 105

Challenge of the Information Age--Forging the Frontiers of Excellence in Education.
17p. 1mf. L1 ED 297 696

CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615

Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956

Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613

T.A. Training Planning Meeting, May 20, 1986. Center for Instructional Development and Research, University of Washington.
85p. 1mf. L1 ED 297 614

Tips for Teaching.
8p. 1mf. L1 ED 297 676

Vancouver Community College Educational Plan, 1988-1993.
42p. 1mf. L1 ED 297 841

Instructional Innovation

High Expectations Reading Program, McAllen Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).
7p. 1mf. L1 ED 297 279

(Continued)

Instructional Innovation *(Continued)*
Introductory Psychology Journal: A Technique for Increasing Course Relevance.
8p. 1mf. L1 ED 297 670
Teachers' Adoption of Multimedia Technologies for Science and Mathematics Instruction. Technical Report No. 40.
28p. 1mf. L2 ED 297 708
Instructional Leadership
AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.
19p. 1mf. L1 ED 297 416
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415
Principal: Gatekeeper of Change.
38p. 1mf. L1 ED 297 472
Instructional Material Evaluation
Interactive Laser Video Disc. Health Occupations Education.
31p. 1mf. L1 ED 297 164
Microcomputer Evaluation and Production Guidelines for Students with Learning Disabilities: Two Studies.
39p. 1mf. L1 ED 297 548
Software Selection, Evaluation and Organization and Software Reviews. Article Reprints.
117p. 2mf. L2 ED 297 703
Who Speaks for Wolf? Not Project WILD.
19p. 1mf. L1 ED 297 903
Instructional Materials
Adapting Instructional Materials for Mainstreamed Students. Abstract IX: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 557
Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
103p. 2mf. L1 ED 297 970
Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
104p. 2mf. L1 ED 297 973
Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
101p. 2mf. L1 ED 297 971
Avoiding Infusion Confusion 7th through 9th Grades. A Practical

Handbook for Infusing Environmental Activities into Your Classroom.
116p. 2mf. L1 ED 297 972

Be There!
48p. 1mf. L1 ED 297 582

Dr. Martin Luther King, Jr. Washington State Resource Guide.
99p. 2mf. L1 ED 298 231

Guidelines: Writing for Adults with Limited Reading Skills.
25p. 1mf. L1 ED 297 192

History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.
52p. 1mf. L1 ED 297 583

How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160

Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Math Thinkercises. A Good Apple Math Activity Book for Students. Grades 4-8.
68p. 1mf. L2 ED 298 000

Math Thinking Motivators. A Good Apple Math Activity Book for Grades 2-7.
102p. 2mf. L2 ED 297 999

National Audubon Society Specials. Teacher's Guide I.
38p. 1mf. L2 ED 297 944

Proceedings of the College Reading Association, Volume 1, Spring 1961.
82p. 1mf. L1 ED 297 283

Resource Directory of Hispanic Educational Materials on Child Abuse Prevention.
31p. 1mf. L1 ED 298 199

Teaching the College Course: Intercultural Communication.
115p. 2mf. L1 ED 297 375

Training Program for Paraprofessionals Working in Special Education and Related Services.
195p. 3mf. L2 ED 297 517

Instructional Models

Paired Courses: An Instructional Model Designed To Enhance Academic Success.
8p. 1mf. L1 ED 297 307

Instructional Program Divisions

Effects of Various Middle-Grade Configurations.
15p. 1mf. L1 ED 297 417

Instructional Systems Design

General Systems Theory and Instructional Design.
22p. 1mf. L1 ED 297 722

Instrumental Enrichment

Improving Thinking Skills in Deaf College Students.
17p. 1mf. L1 ED 297 489

Insurance

Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.
92p. 1mf. L2 ED 297 139

Integrated Activities

Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262

Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.
31p. 1mf. L1 ED 298 066

Integrated Curriculum

ACTION Planning for Leadership Development in Home and Family Life Programs.
49p. 1mf. L1 ED 297 148

Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
110p. 2mf. L1 ED 297 159

Integrated Mathematics Course I. Term 1. Pilot Edition.
265p. 3mf. L1 ED 297 994

Our Town Integrated Studies: A Resource.
138p. 2mf. L1 ED 298 054

Sequential Mathematics (Formerly Integrated Mathematics) Course I. Term 2. Pilot Edition.
252p. 3mf. L1 ED 297 995

Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Pilot Edition.
259p. 3mf. L1 ED 297 997

Sequential Mathematics Course II. Part 1. Pilot Edition.
279p. 3mf. L1 ED 297 996

Integrated Databases

Peering into the Future of Advertising.
16p. 1mf. L1 ED 297 383

Intellectual Disciplines

Private School Teachers: Education and Training, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 088

Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.
147p. 2mf. L1 ED 297 336

Teaching without Subject Preparation. Issue Paper #8603.
14p. 1mf. L1 ED 298 111

Intellectual Property

Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Intelligence

Communication Apprehension, Teacher Perception, Intelligence, and Academic Achievement: A Correlational Study.
20p. 1mf. L1 ED 297 396

Redefining Language Learning.
14p. 1mf. L1 ED 297 593

Intelligence Tests
Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.
12p. 1mf. L1 ED 298 140

Intelligent CAI Systems
Collection of Articles on Computers and Information Technology.
29p. 1mf. L1 ED 297 712

Interaction
Alternative and Augmentative Communication Bibliography. Revised.
72p. 1mf. L1 ED 297 499

Commonly Asked Questions: Communication Techniques and Aids. Revised.
6p. 1mf. L1 ED 297 500

Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.
403p. 5mf. L1 ED 297 504

How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.
27p. 1mf. L1 ED 297 518

Interaction Process Analysis
Capturing Classroom Context: The Observation System as Lens for Assessment.
51p. 1mf. L1 ED 298 109

Interactive Computer Systems
Peering into the Future of Advertising.
16p. 1mf. L1 ED 297 383

Interactive Video
Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
21p. 1mf. L2 ED 297 707

Interactive Laser Video Disc. Health Occupations Education.
31p. 1mf. L1 ED 297 164

VIPES: Video Interacting "Personably" with Exceptional Student Education.
104p. 2mf. L1 ED 297 692

Intercollegiate Cooperation
Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
15p. 1mf. L1 ED 297 661

Intercultural Communication
Many Faces of Power, Ideology and Culture: In Search of a More Interpretative Communication Research.
22p. 1mf. L1 ED 297 386

Relationships of the Dimensions of Intercultural Communication Competence.

41p. 1mf. L1 ED 297 381
Teaching the College Course: Intercultural Communication.
115p. 2mf. L1 ED 297 375

Intercultural Programs
Infusing International Experience into the Curriculum.
19p. 1mf. L1 ED 297 791
Teaching the College Course: Intercultural Communication.
115p. 2mf. L1 ED 297 375

Interdisciplinary Approach
Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115
General Systems Theory and Instructional Design.
22p. 1mf. L1 ED 297 722
Infusing International Experience into the Curriculum.
19p. 1mf. L1 ED 297 791
Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).
593p. 7mf. L1 ED 297 647
Our Town Integrated Studies: A Resource.
138p. 2mf. L1 ED 298 054
Vocational Education and the Retention of At-Risk Youth.
15p. 1mf. L1 ED 297 123
Where Should Students Start Writing in the Disciplines?
15p. 1mf. L1 ED 297 341

Interface Systems
Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.
14p. 1mf. L1 ED 298 180

Interlibrary Loans
Characteristics of Library Networks, 1985-1986. OERI Bulletin.
8p. 1mf. L1 ED 297 780

Intermediate Grades
Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.
109p. 2mf. L1 ED 297 968

Intermode Differences
Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
19p. 1mf. L1 ED 297 718
Effect of the Computer on Problem Solving. Hinsdale District 181.
28p. 1mf. L1 ED 297 717
Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
44p. 1mf. L1 ED 297 723
Online Abstracts as a Source of Information for Undergraduate

Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752

International Cooperation
Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771

International Cooperation in Human Resource Development.
16p. 1mf. L1 ED 297 726

Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
150p. 2mf. L1 ED 298 029

International Education
Reforming Preservice Education: An International Dimension. Executive Summary.
35p. 1mf. L1 ED 298 130

International Educational Exchange
Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.
138p. mf. L3 ED 297 948

International Law
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
35p. 1mf. L1 ED 297 325

International Organizations
Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
150p. 2mf. L1 ED 298 029

International Programs
Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667

International Reading Association
Roles, Responsibilities, and Preparation of Developmental Reading-Study Skills Professionals: From the Editor.
4p. 1mf. L1 ED 297 310

International Relations
Fundamentals of U.S. Foreign Policy. Public Information Series.
104p. 2mf. L1 ED 298 026

Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
150p. 2mf. L1 ED 298 029

TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a Transborder Data Flow Perspective.
24p. 1mf. L2 ED 297 761

International Studies
Infusing International Experience into the Curriculum.
19p. 1mf. L1 ED 297 791

Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.

144p. 2mf. L2 ED 297 930

International Trade

How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
27p. 1mf. L1 ED 297 179

Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).
180p. 2mf. L1 ED 297 181

Internship Programs

Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.
40p. 1mf. L1 ED 297 436

Interpersonal Communication

Identification and Representation of Leadership Problems.
42p. 1mf. L1 ED 297 476

Speech Accommodation and the Effects of Cognitive Uncertainty and Physiological Arousal upon It.
19p. 1mf. L1 ED 297 382

Teaching Job-Related Interaction Skills to ESL Students of Speech Communication.
29p. 1mf. L1 ED 297 574

Interpersonal Competence

Development of Language Behavior in an Autistic Child.
16p. 1mf. L1 ED 297 543

Increasing Verbal Behavior in an Autistic Child.
9p. 1mf. L1 ED 297 544

Peer Tutoring: Integrating Academic and Social Skills Remediation in the Classroom.
43p. 1mf. L1 ED 297 533

Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Comparison.
16p. 1mf. L1 ED 297 216

Social Development of the Young Child: Two Theories, Two Stories.
10p. 1mf. L1 ED 297 875

Interpersonal Relationship

Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.
403p. 5mf. L1 ED 297 504

Intrapersonal Communication and Imagined Interactions.
41p. 1mf. L1 ED 297 390

Interrogatives

Investigation of the Patterns of Learning English Interrogative Structures by EFL Learners in China.
193p. 3mf. L1 ED 297 572

Intervention

Development of Language Behavior in an Autistic Child.
16p. 1mf. L1 ED 297 543

Developmental Pediatrician's Experience with Four-Year-Olds in Schools: A Suggested Approach to Common Problems.
6p. 1mf. L1 ED 297 877

Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.

31p. 1mf. L1 ED 297 512

Increasing Verbal Behavior in an Autistic Child.

9p. 1mf. L1 ED 297 544

International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simposio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."

304p. 4mf. L2 ED 297 513

Relationships between Counselor Attribution and Intervention Choice.

16p. 1mf. L1 ED 297 203

Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.

15p. 1mf. L1 ED 297 516

Intonation

Dinka Vowel System. Publications in Linguistics Number 82.

102p. 2mf. L2 ED 297 580

How Women vs. Men Manage Discourse: Turn-Taking in German.

21p. 1mf. L1 ED 297 576

Punctuation and the Prosody of Written Language. Technical Report No. 11.

36p. 1mf. L1 ED 297 319

Intrapersonal Communication

Intrapersonal Communication Activities: Representing Experience.

32p. 1mf. L1 ED 297 404

Intrapersonal Communication and Imagined Interactions.

41p. 1mf. L1 ED 297 390

Introductory Courses

From Writing to Composing: An Introductory Composition Course for Students of English.

178p. mf. L3 ED 297 361

Investment

TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a Transborder Data Flow Perspective.

24p. 1mf. L2 ED 297 761

Iowa

Health in Iowa.

33p. 1mf. L1 ED 298 030

IPAINT

Special Needs Music Community: Color and the Computer.

16p. 1mf. L1 ED 298 032

Iran Contra Hearing

Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military Assistance to Iran and Nicaraguan Opposition: A Fantasy Theme Analysis.

25p. 1mf. L1 ED 297 395

Ireland

Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667

Issues Approach
Women in the Work Force: Supreme Court Issues. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.
122p. 2mf. L1 ED 298 036

Item Analysis
Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.
13p. 1mf. L1 ED 298 170

Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.
37p. 1mf. L1 ED 298 135

Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.
53p. 1mf. L1 ED 298 157

SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.
39p. mf. L3 ED 298 133

Test Analysis Package (TAP): A Microcomputer Questionnaire and Item Analysis Program. User's Guide for the IBM-PC. Version 2.0.
56p. mf. L3 ED 298 134

Item Banks
ITEMBANK: An Item Bank Package for the IBM PC. User's Guide, Version 1.0.
52p. mf. L3 ED 298 131

Scrambled Order--Scrambled Brains: The Effects of Presenting Test Items in Sequential Versus Random Order.
7p. 1mf. L1 ED 298 169

Item Position (Tests)
Scrambled Order--Scrambled Brains: The Effects of Presenting Test Items in Sequential Versus Random Order.
7p. 1mf. L1 ED 298 169

Japan
Educational Facilities in Japan. NIER Occasional Paper 01/87.
25p. 1mf. L1 ED 297 431

New Upper Secondary School Education in Japan. NIER Occasional Paper 02/86.
17p. 1mf. L1 ED 297 430

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (8th, Chicago, Illinois, October 24-27, 1973).

103p. 2mf. L1 ED 298 038
Personality Changes of American Teenage Participants in a Japanese Youth Exchange.
180p. 2mf. L1 ED 297 199
Present Issues and Interests on the Study of the History of Adult Education in Japan.
11p. 1mf. L1 ED 297 106
State of the Art in Microcomputer Use for Japanese Special Education.
13p. 1mf. L1 ED 297 492

Jesuits
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (21st, Chicago, Illinois, October 25-26, 1985).
131p. 2mf. L1 ED 298 050

Job Analysis
Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.
20p. 1mf. L1 ED 297 128
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Adult Care.
24p. 1mf. L1 ED 297 127
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
14p. 1mf. L1 ED 297 126

Job Development
Employment Programs for Rural Women.
40p. 1mf. L1 ED 297 900

Job Performance
Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 553

Job Placement
Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
38p. 1mf. L1 ED 298 216

Job Related Literacy
How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160

Job Relatedness
Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
19p. 1mf. L1 ED 298 148

Job Satisfaction

Absorbing Errand.
16p. 1mf. L1 ED 297 620

Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.
40p. 1mf. L1 ED 297 227

Texas Teachers and Moonlighting in the 1980's.
17p. 1mf. L1 ED 298 106

Job Search Methods

Arizona Labor Market Information (LMI) Directory.
22p. 1mf. L1 ED 297 118

Finding a New Job with Skills You Already Have. A Do-It-Yourself Guide to Analyzing Your Skills and Using Them To Find a New Job or Start a New Career.
53p. 1mf. L2 ED 297 119

Job Skills

Chief School Business Officer Certification in California: An Idea Whose Time Has Come?
25p. 1mf. L1 ED 297 445

Employer Survey Results for the PVCC Graduating Class of 1985-1986. Research Report Number 6-88.
46p. 1mf. L1 ED 297 805

Finding a New Job with Skills You Already Have. A Do-It-Yourself Guide to Analyzing Your Skills and Using Them To Find a New Job or Start a New Career.
53p. 1mf. L2 ED 297 119

Incorporating Employability Skills into the Vocational Classroom.
13p. 1mf. L1 ED 297 124

Inventory of Skills and Attitudes Necessary for a Career in Human Services/Adult Care.
24p. 1mf. L1 ED 297 127

Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.
20p. 1mf. L1 ED 297 128

Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
14p. 1mf. L1 ED 297 126

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 555

Teaching Job-Related Interaction Skills to ESL Students of Speech Communication.
29p. 1mf. L1 ED 297 574

Job Training

Arizona Labor Market Information (LMI) Directory.

22p. 1mf. L1 ED 297 118
Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
59p. 1mf. L1 ED 298 242
Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177
Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.
43p. 1mf. L1 ED 297 157
Employment Programs for Rural Women.
40p. 1mf. L1 ED 297 900
Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
33p. 1mf. L1 ED 298 139
GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819
Life and Times of Victor Karlovich Della-Vos.
29p. 1mf. L1 ED 297 137
Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
65p. 1mf. L2 ED 297 171
More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
100p. 2mf. L1 ED 297 117
Occupational Training Provided by the Military--A Viable Option.
27p. 1mf. L1 ED 297 129
Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.
59p. 1mf. L1 ED 297 133
Women in Poverty: Training for Independence. Second Edition.
76p. 1mf. L2 ED 297 169

Job Training Partnership Act 1982

Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
33p. 1mf. L1 ED 298 139
Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
65p. 1mf. L2 ED 297 171
More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.
100p. 2mf. L1 ED 297 117

Journal Writing

Introductory Psychology Journal: A Technique for Increasing Course

Relevance.
8p. 1mf. L1 ED 297 670
Logging the Interpretive Act: Dialogical Interaction in the Literature Classroom.
21p. 1mf. L1 ED 297 369

Journalism
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
35p. 1mf. L1 ED 297 325
Predictive Framework for Determining How Journalists Determine News.
46p. 1mf. L1 ED 297 337
Service Journalism in the Association Magazine: A Case Study of the "Angus Journal."
26p. 1mf. L1 ED 297 321

Journalism Education
Financial Aid for Minorities in Journalism/Mass Communications.
51p. 1mf. L2 ED 297 630

Journalism History
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
31p. 1mf. L1 ED 297 329

Journalism Licensing
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
35p. 1mf. L1 ED 297 325

Journalists
Predictive Framework for Determining How Journalists Determine News.
46p. 1mf. L1 ED 297 337

Judges
What Are the Options: The Philosophy of Using Ballots.
13p. 1mf. L1 ED 297 408

Junior High School Students
Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
168p. 2mf. L2 ED 297 857
Multidimensional Self-Concepts and Perceptions of Control: Construct Validation of Responses by Children.
36p. 1mf. L1 ED 298 179
Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861

Justice
Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.
71p. 1mf. L1 ED 297 243

Juvenile Courts
Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.
71p. 1mf. L1 ED 297 243

Juvenile Justice
Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
35p. 1mf. L2 ED 297 210
Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.
71p. 1mf. L1 ED 297 243

Juvenile Justice Delinquency Prevention Act
Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, One Hundredth Congress, First Session (September 11, 1987).
269p. 3mf. L1 ED 297 236

Kentucky
Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817
Essential Skills. Library/Research/Reference Activities.
54p. 1mf. L1 ED 297 750
Essential Skills. Library/Research/Reference.
21p. 1mf. L1 ED 297 749
Origin of Kentucky College and University Enrollments. Fall 1987.
155p. 2mf. L1 ED 297 688

Keyboarding (Data Entry)
Keyboarding: Curriculum Guidelines.
39p. 1mf. L1 ED 297 112

Kindergarten
Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
14p. 1mf. L1 ED 297 863
Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
168p. 2mf. L2 ED 297 857
Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
10p. 1mf. L2 ED 297 852
Promoting Oral Language Growth in Kindergarten through Creative Writing.
33p. 1mf. L1 ED 297 871
(Continued)

Kindergarten *(Continued)*
Two Years of Kindergarten: Ethical and Curricular Considerations.
18p. 1mf. L1 ED 297 884
Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement.
16p. 1mf. L1 ED 297 856

Kindergarten Children
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.
29p. 1mf. L1 ED 297 854
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
20p. 1mf. L1 ED 297 853
Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
50p. 1mf. L1 ED 298 060
Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.
103p. 2mf. L1 ED 297 887
Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.
94p. 1mf. L1 ED 297 889

King (Martin Luther Jr)
Martin Luther King, Jr. Teacher's Resource Manual.
67p. 1mf. L1 ED 298 063

Knowledge Level
"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.
22p. 1mf. L1 ED 298 096
Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086
Effect of Persuasion on Nuclear Attitudes of Secondary School Students.
22p. 1mf. L1 ED 297 932
Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
40p. 1mf. L1 ED 297 882

Korea
Investigation of Fifth and Eighth Grade Korean Students' Misconceptions of Photosynthesis.
294p. 4mf. L1 ED 297 987

Ku Klux Klan

Marietta Celebration of Unity Case Study.
23p. 1mf. L1 ED 298 035

La Francophonie
Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
150p. 2mf. L1 ED 298 029

Labor Force
Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.
5p. 1mf. L1 ED 297 186

Artists in the Workforce, 1950 to 1985.
276p. 3mf. L1 ED 298 027

Factors Influencing the Interstate Distribution of Human Capital.
16p. 1mf. L1 ED 297 915

Women in the Work Force: Supreme Court Issues. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.
122p. 2mf. L1 ED 298 036

Labor Force Development
Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.
92p. 1mf. L2 ED 297 139

Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
13p. 1mf. L1 ED 297 163

Labor Market
Arizona Labor Market Information (LMI) Directory.
22p. 1mf. L1 ED 297 118

Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.
43p. 1mf. L1 ED 297 157

Labor Turnover
Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495

Laboratories
Converting Bowling Balls into Apples and Macs.
5p. 1mf. L1 ED 297 616

Laboratory Procedures
Science for the Future: Book 1.
227p. 3mf. L1 ED 297 969

Laboratory Safety
Science for the Future: Book 1.
227p. 3mf. L1 ED 297 969

Lafayette College PA

Thinking and Doing: Technological Literacy Reconsidered.
11p. 1mf. L1 ED 297 400

Land Acquisition
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Land Use
Agriculture and Water Quality. Issues in Agricultural Policy. Agriculture Information Bulletin Number 548.
8p. 1mf. L1 ED 297 187

Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
27p. 1mf. L1 ED 297 184

Language
Redefining Language Learning.
14p. 1mf. L1 ED 297 593

Language Acquisition
Development of Language Behavior in an Autistic Child.
16p. 1mf. L1 ED 297 543

Increasing Verbal Behavior in an Autistic Child.
9p. 1mf. L1 ED 297 544

Promoting Oral Language Growth in Kindergarten through Creative Writing.
33p. 1mf. L1 ED 297 871

Relationship between Maternal Speech and Child Language Development: An Annotated Bibliography.
48p. 1mf. L1 ED 297 600

Language Arts
Basic Skills--Language Arts/Writing: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
39p. 1mf. L1 ED 297 359

Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262

Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
3p. 1mf. L1 ED 297 402

Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.
162p. 2mf. L1 ED 297 338

Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
14p. 1mf. L1 ED 297 863

Language Arts Curriculum Guide.
89p. 1mf. L1 ED 297 355

Language Attitudes
Chamorro Language Issues and Research on Guam. A Book of Readings.
214p. 3mf. L1 ED 297 587

Why Do We Want To Learn English? Ask Us!
12p. 1mf. L1 ED 297 601

Language Maintenance

Does the Public Use of Spanish Reverse Linguistic Assimilation? A Second Look at Austin, Texas.
10p. 1mf. L1 ED 297 597

Paradigmatic Errors in First Language Attrition.
13p. 1mf. L1 ED 297 569

Language of Instruction

Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.
145p. 2mf. L1 ED 297 564

Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
34p. 1mf. L1 ED 297 561

Significant Bilingual Instructional Features Study. Executive Summary.
24p. 1mf. L1 ED 297 562

Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567

Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560

Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563

Verification of Bilingual Instructional Features.
185p. 2mf. L1 ED 297 565

Language Patterns

Dinka Vowel System. Publications in Linguistics Number 82.
102p. 2mf. L2 ED 297 580

Investigation of the Patterns of Learning English Interrogative Structures by EFL Learners in China.
193p. 3mf. L1 ED 297 572

Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259

Language Processing

Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.
14p. 1mf. L1 ED 298 180

Examination of the Monitor Theory.
20p. 1mf. L1 ED 297 592

Learning Styles and Native Americans.
22p. 1mf. L1 ED 297 906

Language Proficiency

ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
31p. 1mf. L1 ED 297 570

Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
28p. 1mf. L1 ED 297 573

Second Language Reading: Reading, Language, and Metacognition.
38p. 1mf. L1 ED 297 577

Language Research
Chamorro Language Issues and Research on Guam. A Book of Readings.
214p. 3mf. L1 ED 297 587
Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
28p. 1mf. L1 ED 297 573
Leonard Bloomfield and the "Cours de Linguistique Generale."
7p. 1mf. L1 ED 297 571

Language Role
Word for Teaching Is Learning: Essays for James Britton.
300p. mf. L3 ED 297 365

Language Skill Attrition
Paradigmatic Errors in First Language Attrition.
13p. 1mf. L1 ED 297 569

Language Skills
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927
Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Micronesian Region.
18p. 1mf. L1 ED 297 586
Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928
International Teaching Assistant Training Seminar at Arizona State University.
9p. 1mf. L1 ED 297 605
Whole Language and Whole Language Instruction: A Definition.
17p. 1mf. L1 ED 297 270

Language Teachers
Elusive Abecedarian: Addressing the Shortage of Elementary School Language Teachers.
45p. 1mf. L1 ED 297 604
Integration of Theory and Practice in a Pre-Service Teacher Training Course.
16p. 1mf. L1 ED 297 594

Language Tests
ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
31p. 1mf. L1 ED 297 570

Program Evaluation and Testing in the Educational Programs of Micronesia--When Benchmarks are Needed.
18p. 1mf. L1 ED 297 585

Language Usage
Ideas Plus: A Collection of Practical Teaching Ideas. Book Six.
66p. 1mf. L1 ED 297 345

Pragmatics and the Teaching of Writing.
10p. 1mf. L1 ED 297 322

Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324

Language Variation
Borrowing Language.
16p. 1mf. L1 ED 297 370

Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
50p. 1mf. L1 ED 298 060

Phonological Variability in Canadian English.
23p. 1mf. L1 ED 297 575

Languages for Special Purposes
Language-for-Special-Purposes Theory and Basic Writing.
23p. 1mf. L1 ED 297 340

Latchkey Children
Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
21p. 1mf. L1 ED 297 860

Latent Trait Theory
Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.
37p. 1mf. L1 ED 298 135

Latin American Literature
Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911

Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912

Latin Americans
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
35p. 1mf. L1 ED 297 325

Law Enforcement
Sheriff Corbett Akins.
80p. 1mf. L1 ED 298 010

Leadership
ACTION Planning for Leadership Development in Home and Family Life Programs.

49p. 1mf. L1 ED 297 148

Leadership Qualities

AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.

19p. 1mf. L1 ED 297 416

Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.

27p. 1mf. L1 ED 297 455

Needs Assessment for Administrator Training--As If You Were Serious!

20p. 1mf. L1 ED 297 464

Leadership Responsibility

Risky Business: Changing a Secondary School.

432p. 5mf. L1 ED 297 469

Leadership Styles

Configurations of School-Based Leadership Teams.

36p. 1mf. L1 ED 297 415

Leadership Training

ACTION Planning for Leadership Development in Home and Family Life Programs.

49p. 1mf. L1 ED 297 148

AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.

19p. 1mf. L1 ED 297 416

Boards Need Education, Too!

3p. 1mf. L1 ED 297 444

Identification and Representation of Leadership Problems.

42p. 1mf. L1 ED 297 476

School Leadership Preparation: A Preface for Action.

24p. 1mf. L1 ED 298 093

Learning

Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.

147p. 2mf. L1 ED 297 336

Learning Activities

Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.

60p. 1mf. L1 ED 297 993

Essential Skills. Library/Research/Reference Activities.

54p. 1mf. L1 ED 297 750

Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.

207p. 3mf. L1 ED 297 848

Ideas Plus: A Collection of Practical Teaching Ideas. Book Six.

66p. 1mf. L1 ED 297 345

Introducing Multicultural Curricula into Early Childhood Education.

30p. 1mf. L1 ED 297 880

Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
14p. 1mf. L1 ED 297 863

Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
31p. 1mf. L2 ED 297 514

Math Thinking Motivators. A Good Apple Math Activity Book for Grades 2-7.
102p. 2mf. L2 ED 297 999

Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.
94p. 1mf. L1 ED 297 889

Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.
47p. 1mf. L2 ED 297 515

Learning Centers (Classroom)

Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.
103p. 2mf. L1 ED 297 887

Learning Disabilities

Academic Learning Time. Abstract I: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 549

Adult Learners: Needs, Problems, Disabilities, Development and Solutions. Bibliographical Review 1978-1987.
46p. 1mf. L1 ED 297 099

Dyslexia and the College Student.
24p. 1mf. L1 ED 297 313

Improving Oral Reading Skills of Educationally Handicapped Elementary School-Aged Students through Repeated Readings.
80p. 1mf. L1 ED 297 275

Microcomputer Evaluation and Production Guidelines for Students with Learning Disabilities: Two Studies.
39p. 1mf. L1 ED 297 548

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 555

Peer Tutoring: Integrating Academic and Social Skills Remediation in the Classroom.
43p. 1mf. L1 ED 297 533

Positive Effects of Implementing Special Education Strategies in the General Classroom.
30p. 1mf. L1 ED 297 534

Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 556

Self-Assessment in Students with Learning Handicaps.
10p. 1mf. L1 ED 297 532

Teaching Group Participation Skills to the Learning Disabled: A Key to Effective Mainstreaming.
17p. 1mf. L1 ED 297 511

Learning Laboratories

Commitment to Literacy: The Learning Center's Annual Report, 1986-87.
46p. 1mf. L1 ED 297 795

Learning Modules

Computer Literacy: Course Description and Computer Awareness: Module Syllabus.
17p. 1mf. L1 ED 297 702

Learning Motivation

Why Do We Want To Learn English? Ask Us!
12p. 1mf. L1 ED 297 601

Learning Processes

"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.
22p. 1mf. L1 ED 298 096

Introduction of New Technology from the User's Perspective: A Message-Q/ing Study.
26p. 1mf. L1 ED 297 716

Using Writing To Integrate the Curriculum: The Constructs at the Core.
21p. 1mf. L1 ED 297 787

Writing to Study and Learn.
58p. 1mf. L1 ED 297 316

Learning Readiness

Conceptual Development in Social Studies.
23p. 1mf. L1 ED 298 057

Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.
103p. 2mf. L1 ED 297 887

Learning Resources Centers

Attracting Students and Teachers to the Library Media Center.
39p. 1mf. L1 ED 297 764

Facts about Maryland's School Library Media Programs, 1986-87.
543p. 6mf. L1 ED 297 738

Learning Strategies

((Metacognition and Related Teaching and Learning Strategies)).
8p. 1mf. L1 ED 297 520

Teaching of Written Language Skills to Mildly Handicapped Students . PRISE Reporter No. 18, October 1986.
6p. 1mf. L1 ED 297 519

Acquisition of Word Meaning from Context by Children of High and Low Ability. Outstanding Dissertation Monograph 1985.
37p. 1mf. L1 ED 297 315

Intrapersonal Communication Activities: Representing Experience.
32p. 1mf. L1 ED 297 404

Observed Methods for Generating Analogies in Scientific Problem

Solving. Revised.
40p. 1mf. L1 ED 297 992

Positive Effects of Implementing Special Education Strategies in the General Classroom.
30p. 1mf. L1 ED 297 534

Studying Hard for a College Level Geography Course: A Case Study.
14p. 1mf. L1 ED 297 306

Learning Theories

"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.
22p. 1mf. L1 ED 298 096

Constructivist and Information Processing Views of Representation in Mathematics Education.
34p. 1mf. L1 ED 297 934

Examination of the Monitor Theory.
20p. 1mf. L1 ED 297 592

New Approach to the Skills of Effective Teaching. Final Report of the FIPSE Project.
13p. 1mf. L1 ED 298 129

Theory and Practice in Teaching ESL/ABE.
17p. 1mf. L1 ED 297 588

Using Writing To Integrate the Curriculum: The Constructs at the Core.
21p. 1mf. L1 ED 297 787

Lecture Method

Tips for Teaching.
8p. 1mf. L1 ED 297 676

Legal Aid

Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
11p. 1mf. L1 ED 297 921

Legal Costs

Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
11p. 1mf. L1 ED 297 921

Legal Education (Professions)

Financial Aid for Minorities in Business and Law.
60p. 1mf. L2 ED 297 627

Legal History

This Honorable Court: Teacher's Guide.
24p. 1mf. L2 ED 298 025

Legal Problems

Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.
29p. 1mf. L1 ED 297 443

Legal Responsibility

Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.

15p. 1mf. L1 ED 297 249

Legends
East Texas Storytellers.
44p. 1mf. L1 ED 298 003

Legislation
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Leisure Education
Leisure and Recreation Behavior Checklist.
10p. 1mf. L1 ED 297 491
Leisure and Recreation Behavior Evaluation.
8p. 1mf. L1 ED 297 490

Lesbianism
Lesbian Mothers.
16p. 1mf. L1 ED 297 205

Lesson Observation Criteria
Alabama Career Incentive Program. Observer Manual.
87p. 1mf. L1 ED 298 126
Teaching in the Secondary Schools: A Guide for Pre-Service Teachers.
116p. 2mf. L1 ED 298 098

Lesson Plans
Integrated Mathematics Course I. Term 1. Pilot Edition.
265p. 3mf. L1 ED 297 994
Sequential Mathematics (Formerly Integrated Mathematics) Course I. Term 2. Pilot Edition.
252p. 3mf. L1 ED 297 995
Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Pilot Edition.
259p. 3mf. L1 ED 297 997
Sequential Mathematics Course II. Part 1. Pilot Edition.
279p. 3mf. L1 ED 297 996
Transitions: Toward a Grounded Theory of What Happens between Lessons.
20p. 1mf. L1 ED 298 083

Library Acquisition
OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
39p. 1mf. L1 ED 297 776

Library Administration
Annual Program, 1986. Texas State Library.
286p. 3mf. L1 ED 297 727
Library Development and Fund Raising Capabilities. SPEC Kit 146.
129p. 2mf. L2 ED 297 773
Search Procedures for Senior Library Administrators. SPEC Kit 143.
111p. 2mf. L2 ED 297 736
Task Force on Organization, Coordination and Staffing. Final Report.

171p. 2mf. L1 ED 297 731

Library Automation

Key Issues in Library and Information Science for Southern Africa: A Handbook for Library and Information Specialists.
155p. 2mf. L1 ED 297 741

New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Technology Task Force. OMS Public Services Study. Final Report.
85p. 1mf. L1 ED 297 732

Library Collection Development

Characteristics of Library Networks, 1985-1986. OERI Bulletin.
8p. 1mf. L1 ED 297 780

Literature of Allied Health. Second Edition.
53p. 1mf. L1 ED 297 774

Library Collections

Addendum to Richard D. Altick's Chapter Six on Libraries in "The Art of Literary Research."
12p. 1mf. L1 ED 297 728

Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
190p. 2mf. L2 ED 297 769

Facts about Maryland's School Library Media Programs, 1986-87.
543p. 6mf. L1 ED 297 738

Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756

Library Cooperation

Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.
221p. 3mf. L1 ED 297 768

Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771

Library Development

Alabama Public Library Service, 1987 Annual Report.
22p. 1mf. L1 ED 297 763

Developing African Secondary School Libraries. A Manual.
87p. 1mf. L1 ED 297 781

Library Development and Fund Raising Capabilities. SPEC Kit 146.
129p. 2mf. L2 ED 297 773

South Carolina State Library Annual Report, 1986-1987.
67p. 1mf. L1 ED 297 735

Library Education

Reisebericht London: Interner Workshop: "Knowledge Based Systems in Information Science" (London Travel Report: Internal Workshop:

"Knowledge Based Systems in Information Science").
25p. 1mf. L1 ED 297 734

Library Expenditures

Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756

Public Library Service for Older Adults: Update 1986. Final Report.
100p. 2mf. L1 ED 297 759

Library Extension

Public Library Service for Older Adults: Update 1986. Final Report.
100p. 2mf. L1 ED 297 759

Library Facilities

Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
190p. 2mf. L2 ED 297 769

Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.
60p. 1mf. L1 ED 297 753

Preservation Planning Project Study Team. Final Report.
97p. 2mf. L2 ED 297 737

Report of the Task Force on Facilities, Space and Equipment.
166p. 2mf. L1 ED 297 730

Solving the Information Puzzle...An Andrews Library Handbook.
49p. 1mf. L1 ED 297 747

Library Guides

Library Publications Programs. SPEC Kit 145.
117p. 2mf. L2 ED 297 772

Practical and Effective Point-of-Use Library Guides from the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo.
33p. 1mf. L1 ED 297 744

Library Instruction

Developing African Secondary School Libraries. A Manual.
87p. 1mf. L1 ED 297 781

Essential Skills. Library/Research/Reference.
21p. 1mf. L1 ED 297 749

Minimum Library Use Skills Survey.
10p. 1mf. L1 ED 297 758

Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752

Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
118p. 2mf. L1 ED 298 141

User Needs and Education Task Force. Final Report.
200p. 3mf. L1 ED 297 733

Library Material Selection
Developing African Secondary School Libraries. A Manual.
87p. 1mf. L1 ED 297 781

Library Materials
Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912

Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911

Literature of Allied Health. Second Edition.
53p. 1mf. L1 ED 297 774

Preservation Planning Project Study Team. Final Report.
97p. 2mf. L2 ED 297 737

Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748

Library Networks
Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.
221p. 3mf. L1 ED 297 768

Characteristics of Library Networks, 1985-1986. OERI Bulletin.
8p. 1mf. L1 ED 297 780

Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.
60p. 1mf. L1 ED 297 753

OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
39p. 1mf. L1 ED 297 776

Technology Task Force. OMS Public Services Study. Final Report.
85p. 1mf. L1 ED 297 732

Library of Congress
Book Preservation Technologies.
124p. 2mf. L1 ED 297 778

Book Preservation Technologies. Summary.
26p. 1mf. L1 ED 297 779

Library Personnel
Library Publications Programs. SPEC Kit 145.
117p. 2mf. L2 ED 297 772

Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756

Task Force on Organization, Coordination and Staffing. Final Report.
171p. 2mf. L1 ED 297 731

Library Planning
Alabama Public Library Service, 1987 Annual Report.
22p. 1mf. L1 ED 297 763
Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
190p. 2mf. L2 ED 297 769
Preservation Planning Project Study Team. Final Report.
97p. 2mf. L2 ED 297 737
Report of the Task Force on Facilities, Space and Equipment.
166p. 2mf. L1 ED 297 730
Task Force on Access to Information. Final Report.
70p. 1mf. L1 ED 297 729
User Needs and Education Task Force. Final Report.
200p. 3mf. L1 ED 297 733

Library Publications
Library Publications Programs. SPEC Kit 145.
117p. 2mf. L2 ED 297 772

Library Research
Library Survey Summary, University of Tennessee, Knoxville.
86p. 1mf. L1 ED 297 742
Nonfiction Book Use by Academic Library Users. Research Report-88/1.
60p. 1mf. L1 ED 297 743
Preservation Planning Project Study Team. Final Report.
97p. 2mf. L2 ED 297 737

Library Science
Key Issues in Library and Information Science for Southern Africa: A Handbook for Library and Information Specialists.
155p. 2mf. L1 ED 297 741
Manual for Item Writers. Certification and Registration.
190p. 2mf. L1 ED 297 775

Library Services
Alabama Public Library Service, 1987 Annual Report.
22p. 1mf. L1 ED 297 763
Attracting Students and Teachers to the Library Media Center.
39p. 1mf. L1 ED 297 764
Library Programs: Library Literacy Program. Analysis of Funded Projects, 1987. LSCA VI.
82p. 1mf. L1 ED 297 766
Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756
Library Survey Summary, University of Tennessee, Knoxville.

86p. 1mf. L1 ED 297 742
Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.
60p. 1mf. L1 ED 297 753
Practical and Effective Point-of-Use Library Guides from the Oscar A. Silverman Undergraduate Library, State University of New York at Buffalo.
33p. 1mf. L1 ED 297 744
Public Library Service for Older Adults: Update 1986. Final Report.
100p. 2mf. L1 ED 297 759
Solving the Information Puzzle...An Andrews Library Handbook.
49p. 1mf. L1 ED 297 747
South Carolina State Library Annual Report, 1986-1987.
67p. 1mf. L1 ED 297 735
Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.
137p. 2mf. L1 ED 297 760
Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748
User Needs and Education Task Force. Final Report.
200p. 3mf. L1 ED 297 733

Library Services and Construction Act
Annual Program, 1986. Texas State Library.
286p. 3mf. L1 ED 297 727
Library Programs: Library Literacy Program. Analysis of Funded Projects, 1987. LSCA VI.
82p. 1mf. L1 ED 297 766
Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.
60p. 1mf. L1 ED 297 753

Library Skills
Essential Skills. Library/Research/Reference Activities.
54p. 1mf. L1 ED 297 750
Essential Skills. Library/Research/Reference.
21p. 1mf. L1 ED 297 749
Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.
34p. 1mf. L1 ED 297 740
Minimum Library Use Skills Survey.
10p. 1mf. L1 ED 297 758

Library Statistics
Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754
Facts about Maryland's School Library Media Programs, 1986-87.
543p. 6mf. L1 ED 297 738

Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756

Library Surveys
Characteristics of Library Networks, 1985-1986. OERI Bulletin.
Cp. 1mf. L1 ED 297 780

Library Technical Processes
Developing African Secondary School Libraries. A Manual.
87p. 1mf. L1 ED 297 781

South Carolina State Library Annual Report, 1986-1987.
67p. 1mf. L1 ED 297 735

Licensing Examinations (Professions)
Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
19p. 1mf. L1 ED 298 148

Improving Teacher Certification Examination Scores of Minority Candidates: Results of an Intervention Program.
17p. 1mf. L1 ED 298 176

Manual for Item Writers. Certification and Registration.
190p. 2mf. L1 ED 297 775

Life Satisfaction
Absorbing Errand.
16p. 1mf. L1 ED 297 620

Death Anxiety and Religiosity among an Older Adult Population.
20p. 1mf. L1 ED 297 222

Life Style
National Women's Leadership Conference on Fitness. Proceedings. (Washington, D.C., April 6-7, 1984).
79p. 1mf. L1 ED 298 101

Lifelong Learning
Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167

Likert Scales
AIDS Victims and Heterosexual Attitudes.
23p. 1mf. L1 ED 298 153

Development of a College Academic Self-Efficacy Scale.
8p. 1mf. L1 ED 298 158

RSE-40: An Alternate Scoring System for the Rosenberg Self-Esteem Scale (RSE).
17p. 1mf. L1 ED 298 154

Limited English Speaking
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927

Functional Approach Categories and Technique Strategies Language Arts Model.
21p. 1mf. L1 ED 297 603

Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?
13p. 1mf. L1 ED 298 168

Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928

International Approach: Learning English through Content Area Study.
116p. 2mf. L1 ED 297 608

Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567

Linguistic Theory

Leonard Bloomfield and the "Cours de Linguistique Generale."
7p. 1mf. L1 ED 297 571

Linguistics

Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.
73p. 1mf. L1 ED 298 238

Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.
37p. 1mf. L1 ED 298 019

Literacy

Comment preparer des materiaux destines aux nouveaux lecteurs (How To Prepare Materials Intended for New Readers).
74p. 1mf. L1 ED 297 271

Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.
140p. 2mf. L1 ED 297 721

History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.
52p. 1mf. L1 ED 297 583

Indicators of Literacy.
51p. 1mf. L1 ED 297 302

Library Programs: Library Literacy Program. Analysis of Funded Projects, 1987. LSCA VI.
82p. 1mf. L1 ED 297 766

Private School Teachers' Opinions, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 087

Reading Newspapers: The Practices of America's Young Adults. A Summary.
20p. 1mf. L1 ED 297 330

Literacy Education

Adult Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

23p. 1mf. L1 ED 297 113
Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
34p. 1mf. L1 ED 297 089
How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160
Library Programs: Library Literacy Program. Analysis of Funded Projects, 1987. LSCA VI.
82p. 1mf. L1 ED 297 766
Literacy for Revitalization in the SADCC Countries of Southern Africa.
19p. 1mf. L1 ED 297 304
Literacy Program. National Issues Forums Special Report.
9p. 1mf. L1 ED 297 091
National Adult Literacy Policy: A Proposal from the Working Group on Adult Literacy.
13p. 1mf. L1 ED 297 312
Writing and Reading in a Culturally Diverse Society: Proceedings of the Claremont Reading Conference (53rd, Claremont, California, March 20-21, 1987). 51st Yearbook.
234p. mf. L3 ED 297 300

Literary Criticism
Radical Literary Education: A Classroom Experiment with Wordsworth's "Ode."
201p. mf. L3 ED 297 360
Writing To Read: The Shape of Interpretation.
13p. 1mf. L1 ED 297 268

Literary Magazines
Computers and the Waterways' Project.
10p. 1mf. L1 ED 297 358

Literature Appreciation
Ideas Plus: A Collection of Practical Teaching Ideas. Book Six.
66p. 1mf. L1 ED 297 345
Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324

Literature Reviews
Images of Science: Factors Affecting the Choice of Science as a Career.
96p. 1mf. L1 ED 297 961

Local History
Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.
30p. 1mf. L1 ED 298 016

Local Issues
Marietta Celebration of Unity Case Study.

23p. 1mf. L1 ED 298 035

Logical Thinking

Investigation of Fifth and Eighth Grade Korean Students' Misconceptions of Photosynthesis.

294p. 4mf. L1 ED 297 987

Using Classification Lessons To Teach Hispanic Secondary Students Inference.

18p. 1mf. L1 ED 297 590

Loneliness

Intrapersonal Communication and Imagined Interactions.

41p. 1mf. L1 ED 297 390

Long Range Planning

Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.

221p. 3mf. L1 ED 297 768

Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.

60p. 1mf. L1 ED 297 753

Parent-Child Interaction and Adolescents' Future Orientation: The Effects of Age and Sex.

9p. 1mf. L1 ED 297 849

Vancouver Community College Educational Plan, 1988-1993.

42p. 1mf. L1 ED 297 841

Louisiana (New Orleans)

Economic Prosperity and the Responsibility of Public Education in Metro New Orleans.

31p. 1mf. L1 ED 298 228

Low Achievement

Low Achieving Schools Assessment. Year Two Bronson Settlement.

79p. 1mf. L1 ED 298 183

Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).

31p. 1mf. L1 ED 298 185

Low Income Groups

Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.

27p. 1mf. L1 ED 298 191

Lower Columbia College HR

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.

36p. 1mf. L1 ED 297 821

Macroeconomics

Economics: An Analysis of Unintended Consequences. Volume 2: Introduction to Macroeconomics.

248p. 3mf. L1 ED 298 075

Magnet Schools
Magnet School Program: 1987-1988. End-of-Year Report. OEA Evaluation Report.
24p. 1mf. L1 ED 298 215

Main Idea
Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
39p. 1mf. L1 ED 297 263

Maine State Library
Library Signage: Doing It Right.
27p. 1mf. L1 ED 297 755

Mainstreaming
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523
Adapting Instructional Materials for Mainstreamed Students. Abstract IX: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 557
Least Restrictive Environment. Abstract III: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 551
Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).
169p. 2mf. L2 ED 297 540
Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527
Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
53p. 1mf. L1 ED 297 261
Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
50p. 1mf. L1 ED 297 559

Majority Attitudes
Public Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.
31p. 1mf. L1 ED 297 916

Majors (Students)
Career Development Needs of Students.
14p. 1mf. L1 ED 297 251
Financial Aid for Minorities: Awards Open to Students with Any Major.
70p. 1mf. L2 ED 297 629
Inventory of Academic Degree Programs in South Carolina. Thirteenth Edition.
182p. 2mf. L1 ED 297 637
Needs Assessment of the Medical Laboratory Technology Students at

New York City Technical College.
47p. 1mf. L1 ED 297 145

Males
Older Male Primary Caregivers and the Homemaker Role.
17p. 1mf. L1 ED 297 200

Malta
Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
10p. 1mf. L2 ED 297 852

Management Development
Chief School Business Officer Certification in California: An Idea Whose Time Has Come?
25p. 1mf. L1 ED 297 445
Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.
55p. 1mf. L1 ED 297 414
Needs Assessment for Administrator Training--As If You Were Serious!
20p. 1mf. L1 ED 297 464
Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).
26p. 1mf. L1 ED 297 784

Management Information Systems
Research Applications of a Computerized Child Development Management Information Data Base.
8p. 1mf. L1 ED 297 864

Management Skills
Survey of Business Preferences for College Grads.
27p. 1mf. L1 ED 297 407

Management Systems
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6. Revised.
441p. 5mf. L1 ED 297 986
Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985
Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).
26p. 1mf. L1 ED 297 784

Management Teams
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415

Manipulative Materials
Applications of Pascal's Triangle for Middle School Students.
28p. 1mf. L1 ED 297 988

Manitoba

1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.
45p. 1mf. L1 ED 298 082

Mantel Haenszel Procedure
Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.
37p. 1mf. L1 ED 298 135

MARC
OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
39p. 1mf. L1 ED 297 776

Marine Education
Marine and Coastal Resources. Global Issues Education Packet.
24p. 1mf. L2 ED 297 982

Marketing
Role Play: More than Make-Believe.
138p. 2mf. L1 ED 297 786

Martin Luther King Program
Dr. Martin Luther King, Jr. Washington State Resource Guide.
99p. 2mf. L1 ED 298 231

Marxian Analysis
Curriculum as a Political Problem: A Historical Perspective.
27p. 1mf. L1 ED 297 452
Equal Power in Adversity: An Educational Myth for Post-Renwick Policy-Making in New Zealand Education.
25p. 1mf. L1 ED 297 447
Towards Research-Driven and Research-Based Postgraduate Curricula for Educational Administrators.
22p. 1mf. L1 ED 297 446

Maryland
Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.
52p. 1mf. L1 ED 298 117
Curricular Applications of ITV in Maryland.
30p. 1mf. L1 ED 297 705
Facts about Maryland's School Library Media Programs, 1986-87.
543p. 6mf. L1 ED 297 738
Performance Profile, Maryland Community Colleges.
14p. 1mf. L1 ED 297 807

Maryland (Baltimore)
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070

Masculinity Femininity Variable
Masculinity and Femininity: A Bipolar Construct and Independent Constructs.
39p. 1mf. L1 ED 298 143

Mass Instruction
Evaluation Report on an Educational Teletext Programme about AIDS.
9p. 1mf. L1 ED 298 159

Mass Media
Communication, Development, and New Social Movements: A European Perspective.
20p. 1mf. L1 ED 297 385
Financial Aid for Minorities in Journalism/Mass Communications.
51p. 1mf. L2 ED 297 630
Proceedings of the College Reading Association, Volume 1, Spring 1961.
82p. 1mf. L1 ED 297 283

Mass Media Effects
"Don't Hate Me Because I'm Beautiful": A Commercial in Context.
14p. 1mf. L1 ED 297 376
Images of Science: Factors Affecting the Choice of Science as a Career.
96p. 1mf. L1 ED 297 961
Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military Assistance to Iran and Nicaraguan Opposition: A Fantasy Theme Analysis.
25p. 1mf. L1 ED 297 395

Mass Media Role
Peering into the Future of Advertising.
16p. 1mf. L1 ED 297 383
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
31p. 1mf. L1 ED 297 329

Mass Media Use
Peering into the Future of Advertising.
16p. 1mf. L1 ED 297 383
Reading Newspapers: The Practices of America's Young Adults. A Summary.
20p. 1mf. L1 ED 297 330

Massachusetts
Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
128p. 2mf. L1 ED 297 161
Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.
67p. 1mf. L2 ED 298 058

Massachusetts (Boston)
Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229

Master Teachers
North Carolina's Lead Teacher/Restructured School Pilot Project: An Interim Report.
19p. 1mf. L2 ED 297 467

Mastery Learning

Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985

Time for Mastery.
15p. 1mf. L1 ED 298 108

Material Development

Adapting Instructional Materials for Mainstreamed Students. Abstract IX: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 557

Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
21p. 1mf. L2 ED 297 707

Developing and Validating Science Education Videodiscs.
39p. 1mf. L1 ED 297 943

Guidelines: Writing for Adults with Limited Reading Skills.
25p. 1mf. L1 ED 297 192

How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160

Mathematical Enrichment

Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.
60p. 1mf. L1 ED 297 993

Mathematics Achievement

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
41p. 1mf. L1 ED 298 221

Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.
17p. 1mf. L1 ED 297 938

Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Competency.
78p. 1mf. L1 ED 297 976

Impact of Mothers' Math Experiences on Their Daughters' Attitudes toward Math.
9p. 1mf. L1 ED 297 967

Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.
361p. 4mf. L1 ED 297 965

Mathematics Anxiety

Carolyn Werbel's Journal: Voicing the Struggle To Make Meaning of Mathematics. Working Paper No. 160.
22p. 1mf. L2 ED 297 977

Mathematics Curriculum

Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706

Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Pilot Edition.
259p. 3mf. L1 ED 297 997

Sequential Mathematics (Formerly Integrated Mathematics) Course I. Term 2. Pilot Edition.

252p. 3mf. L1 ED 297 995
Sequential Mathematics Course II. Part 1. Pilot Edition.
279p. 3mf. L1 ED 297 996
Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930

Mathematics Education

Pilot Study on Needs in the Sciences in Community Colleges.
33p. 1mf. L1 ED 297 801

Mathematics Education Research

Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).
147p. 2mf. L1 ED 297 966
Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.
17p. 1mf. L1 ED 297 938
Perspectives on Research on Effective Mathematics Teaching. Volume 1.
261p. mf. L3 ED 297 933
Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930

Mathematics Instruction

((Teaching of Mathematics to Mildly Handicapped Students)).
6p. 1mf. L1 ED 297 521
Applications of Pascal's Triangle for Middle School Students.
28p. 1mf. L1 ED 297 988
Basic Skills--Mathematics. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
53p. 1mf. L1 ED 298 001
Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).
147p. 2mf. L1 ED 297 966
Carolyn Werbel's Journal: Voicing the Struggle To Make Meaning of Mathematics. Working Paper No. 160.
22p. 1mf. L2 ED 297 977
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6. Revised.
441p. 5mf. L1 ED 297 986
Constructivist and Information Processing Views of Representation in Mathematics Education.

34p. 1mf. L1 ED 297 934
Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.
17p. 1mf. L1 ED 297 938
How To Convert Units of Length from the Customary System to the Metric System and Back.
16p. 1mf. L1 ED 297 957
Integrated Mathematics Course I. Term 1. Pilot Edition.
265p. 3mf. L1 ED 297 994
Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
14p. 1mf. L1 ED 297 863
Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985
Math Thinkercises. A Good Apple Math Activity Book for Students. Grades 4-8.
68p. 1mf. L2 ED 298 000
Math Thinking Motivators. A Good Apple Math Activity Book for Grades 2-7.
102p. 2mf. L2 ED 297 999
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Perspectives on Research on Effective Mathematics Teaching. Volume 1.
261p. mf. L3 ED 297 933
Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.
138p. mf. L3 ED 297 948
Teaching Elementary Mathematics in a Technological Age.
453p. 5mf. L2 ED 297 941
Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
118p. 2mf. L1 ED 298 141
Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930
Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.
361p. 4mf. L1 ED 297 965

Mathematics Skills

Academic Performance of Limited-English-Proficient Indian

Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927

Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
72p. 1mf. L1 ED 297 656

Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928

Mathematics Tests

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6. Revised.
441p. 5mf. L1 ED 297 986

Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Competency.
78p. 1mf. L1 ED 297 976

Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
36p. 1mf. L1 ED 298 164

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
35p. 1mf. L1 ED 298 167

Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.
30p. 1mf. L1 ED 298 142

Maximum Likelihood Statistics

Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.
12p. 1mf. L1 ED 298 140

Measurement

How To Convert Units of Length from the Customary System to the Metric System and Back.
16p. 1mf. L1 ED 297 957

Measurement Techniques

Alabama Career Incentive Program. Evaluator's Manual.
51p. 1mf. L1 ED 298 127

Alabama Career Incentive Program: A Statewide Effort in Teacher Evaluation.
18p. 1mf. L1 ED 298 128

(Continued)

Continued
Continued

National Organizations
Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.
78p. 1mf. L2 ED 298 031

National Programs
Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
19p. 1mf. L1 ED 298 148

Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754

Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720

National Security
Fundamentals of U.S. Foreign Policy. Public Information Series.
104p. 2mf. L1 ED 298 026

National Surveys
Motor Vehicle Theft. Special Report.
13p. 1mf. L1 ED 297 246

Summary of Expenditures and Sources of Payment for Personal Health Services from the National Medical Care Expenditure Survey: Data Preview 24. National Health Care Expenditure Study.
29p. 1mf. L1 ED 297 247

Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

To Survey American Crafts: A Planning Study. Research Division Report #2.
32p. 1mf. L1 ED 298 067

Native Americans
Learning Styles and Native Americans.
22p. 1mf. L1 ED 297 906

Native Language Instruction
History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.
52p. 1mf. L1 ED 297 583

Natural Resources
Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.
92p. 1mf. L2 ED 297 949

Naturalistic Observation

How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

NEA Contracts

Agreement between Area Board of Vocational, Technical and Adult Education District One and District One Vocational, Technical Teachers' Association (WEAC, NEA), July 1985-June 1986.
35p. 1mf. L1 ED 297 836

Agreement between Lakeshore Vocational, Technical and Adult Education District Board and Lakeshore Education Association, 1987-1989.
51p. 1mf. L1 ED 297 811

Agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators, 1987-1991.
42p. 1mf. L1 ED 297 8[illegible]

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.
36p. 1mf. L1 ED 297 821

Collective Bargaining Agreement between Antelope Valley Community College and Antelope Valley College Faculty Association, June 13, 1988.
88p. 1mf. L1 ED 297 837

Contract between the Board of Trustees of Community College District No. 20 and the Walla Walla Community College Association for Higher Education, 1987-89.
41p. 1mf. L1 ED 297 813

Employment Agreement between the County of Ulster and the Ulster County Community College Faculty Association, September 1, 1987 to August 31, 1990.
19p. 1mf. L1 ED 297 812

Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.
73p. 1mf. L1 ED 297 835

Negotiated Agreement between Board of Trustees Wenatchee Valley College and Wenatchee Valley College Association for Higher Education.
72p. 1mf. L1 ED 297 820

Nebraska

Evaluation and Assessment Processes in Nebraska Public Schools. A Staff Report. Education Interim Study LR 181.
162p. 2mf. L1 ED 298 136

Needle Trades

East Texas Quilts.
44p. 1mf. L1 ED 298 005

Needs Assessment

Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.
57p. 1mf. L1 ED 297 100
Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720
Developing a Needs Assessment Plan in Continuing Professional Education.
86p. 1mf. L1 ED 297 092
Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664
Language-for-Special-Purposes Theory and Basic Writing.
23p. 1mf. L1 ED 297 340
Library Programs; Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1987. LSCA Title IV.
56p. 1mf. L1 ED 297 767
Needs Assessment for Administrator Training--As If You Were Serious!
20p. 1mf. L1 ED 297 464
Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.
29p. 1mf. L1 ED 297 502
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537
Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
64p. 1mf. L1 ED 298 080

Negotiated Order Model

Business Administrator and the Negotiated Order.
20p. 1mf. L1 ED 297 449

Netherlands

Computer-Aided Learning: A Self-Destroying Prophecy?
23p. 1mf. L2 ED 297 711
Utilization and Research Programming: Major Concerns of Educational Policy Oriented Research for the '80s.
20p. 1mf. L1 ED 297 623

Networks

Communication, Development, and New Social Movements: A European Perspective.
20p. 1mf. L1 ED 297 385
Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
15p. 1mf. L1 ED 297 661
Study of Resources and Overture. Final Report.

21p. 1mf. L1 ED 297 940

New Jersey

Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.

60p. 1mf. L1 ED 297 993

New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.

26p. 1mf. L1 ED 298 094

New York

Collaborative Quest for Quality.

18p. 1mf. L1 ED 297 434

Design and Drawing for Production. Syllabus. Field Test Edition II.

101p. 2mf. L1 ED 297 191

Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.

27p. 1mf. L1 ED 297 455

New York (Horseheads)

GATEWAYS Music Curriculum for Musically Talented Children. Report #367.

77p. 1mf. L1 ED 298 033

New York (New York)

Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988.

42p. 1mf. L1 ED 298 239

E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.

37p. 1mf. L1 ED 298 195

Effective Dropout Prevention: The Case for Schoolwide Reform.

77p. 1mf. L1 ED 298 225

Integrated Mathematics Course I. Term 1. Pilot Edition.

265p. 3mf. L1 ED 297 994

Sequential Mathematics (Formerly Integrated Mathematics) Course I. Term 2. Pilot Edition.

252p. 3mf. L1 ED 297 995

Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Pilot Edition.

259p. 3mf. L1 ED 297 997

Sequential Mathematics Course II. Part 1. Pilot Edition.

279p. 3mf. L1 ED 297 996

Shaping the Future: Teaching Our Youngest Students. Research Brief #2.

9p. 1mf. L1 ED 297 847

New York (Port Chester)

Two-Way Bilingual Programs: Implementation of an Educational Innovation.

20p. 1mf. L1 ED 297 568

New York City Technical College

Needs Assessment of the Medical Laboratory Technology Students at New York City Technical College.

47p. 1mf. L1 ED 297 145

New York State Regents
Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988.
42p. 1mf. L1 ED 298 239

News Media
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
31p. 1mf. L1 ED 297 329

News Reporting
Predictive Framework for Determining How Journalists Determine News.
46p. 1mf. L1 ED 297 337

News Writing
Predictive Framework for Determining How Journalists Determine News.
46p. 1mf. L1 ED 297 337

Newspapers
How the Daily Press Looks at Hunger.
37p. 1mf. L1 ED 297 371

Reading Newspapers: The Practices of America's Young Adults. A Summary.
20p. 1mf. L1 ED 297 330

Women on Editorial Pages: Characteristics and Attitudes.
34p. 1mf. L1 ED 297 364

Nineteenth Century
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October 24-25, 1986).
247p. 3mf. L1 ED 298 051

Nineteenth Century Literature
Religion in Our Textbooks.
11p. 1mf. L1 ED 298 021

Noncollege Bound Students
Non-College Bound English Curriculum for Arenac Eastern High School.
48p. 1mf. L1 ED 297 354

Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
35p. 1mf. L1 ED 297 149

Noncustodial Parents
Identity Constancy: A Cognitive Developmental Analysis of Children's Understanding of Family Identity and Divorce.
11p. 1mf. L1 ED 297 843

Nonfiction
Nonfiction Book Use by Academic Library Users. Research Report-88/1.
60p. 1mf. L1 ED 297 743

Nonprint Media

Studying Photographic Advertising Illustrations and Their Effects.
30p. 1mf. L1 ED 297 403

Nonprofessional Personnel
Wages and Salaries Paid Support Personnel in Public Schools, 1987-88. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
73p. mf. L3 ED 297 424

Nonprofit Organizations
Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.
118p. 2mf. L1 ED 297 486

Communication Needs of a Local Not-For-Profit in Relation to Local Community Resources.
21p. 1mf. L1 ED 297 391

Nontraditional Education
Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).
593p. 7mf. L1 ED 297 647

Nontraditional Occupations
Finding Our Way from Here to There: A Parent's Guide to Sex-Fair Vocational Career Planning.
53p. 1mf. L1 ED 297 125

Nontraditional Students
Factors Which Influence Re-Entry Women in College Composition Classes.
13p. 1mf. L1 ED 297 326

Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).
593p. 7mf. L1 ED 297 647

Nonviolence
Gandhi's Nonviolent Rhetorical Perspective: A Unique Strategy for Peace Communication.
22p. 1mf. L1 ED 297 389

Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.
27p. 1mf. L1 ED 297 388

Normalization (Handicapped)
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523

Annotated Bibliography on Community Integration for People with Severe Disabilities.
159p. 2mf. L1 ED 297 535

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).

169p. 2mf. L2 ED 297 540

North Caroline

Community College Laws of North Carolina, 1987 Edition.
70p. 1mf. L1 ED 297 822

Manual for Trustees of the North Carolina Community College System.
52p. 1mf. L1 ED 297 823

North Carolina State Board of Community Colleges Handbook.
55p. 1mf. L1 ED 297 824

North Carolina's Lead Teacher/Restructured School Pilot Project: An Interim Report.
19p. 1mf. L2 ED 297 467

Our Town Integrated Studies: A Resource.
138p. 2mf. L1 ED 298 054

Talking with Educators. The Results of a Series of Conferences Designed To Give Voice to the Views of Outstanding North Carolina Educators.
34p. 1mf. L2 ED 297 466

Northwest Regional Educational Laboratory

Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.
110p. 2mf. L1 ED 297 908

Norway

Educational Space Requirements and the Effective Use of Resources. Conclusions of a Seminar (Lysebu, Voksenkollen, Norway, May 20-23, 1986).
43p. 1mf. L2 ED 297 470

What Is It That the Historians of Adult Education Are Writing about--What Has Interested the People?
17p. 1mf. L1 ED 297 109

Notional Functional Syllabi

Functional Approach Categories and Technique Strategies Language Arts Model.
21p. 1mf. L1 ED 297 603

Nouns

Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

NTE Core Battery

Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
19p. 1mf. L1 ED 298 148

Nuclear Energy

Atoms to Electricity.
94p. 1mf. L1 ED 297 942

Effect of Persuasion on Nuclear Attitudes of Secondary School Students.

22p. 1mf. L1 ED 297 932
Nuclear Energy Assessment Battery. Form C.
12p. 1mf. L1 ED 297 931
Nuclear Power in Space.
33p. 1mf. L1 ED 297 953
Nuclear Powerplant Safety: Design and Planning.
19p. 1mf. L1 ED 297 955
Nuclear Powerplant Safety: Operations.
20p. 1mf. L1 ED 297 951
Radioisotopes: Today's Applications.
34p. 1mf. L1 ED 297 954
Understanding Radiation.
21p. 1mf. L1 ED 297 952

Nuclear Family
Competition and Cohesion in Sibling Relations during the Adaptation to Remarriage.
27p. 1mf. L1 ED 297 256
Coping with Remarriage: The First Two Years.
10p. 1mf. L1 ED 297 253
Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.
22p. 1mf. L1 ED 297 255
Parenting Adolescent Children in Nondivorced, Divorced, and Remarried Families.
33p. 1mf. L1 ED 297 254
Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.
34p. 1mf. L1 ED 297 257

Nuclear Power Plants
Atoms to Electricity.
94p. 1mf. L1 ED 297 942
Nuclear Powerplant Safety: Design and Planning.
19p. 1mf. L1 ED 297 955
Nuclear Powerplant Safety: Operations.
20p. 1mf. L1 ED 297 951
Understanding Radiation.
21p. 1mf. L1 ED 297 952

Nuclear Reactors
Atoms to Electricity.
94p. 1mf. L1 ED 297 942

Nuclear Technology
Atoms to Electricity.
94p. 1mf. L1 ED 297 942
Nuclear Power in Space.
33p. 1mf. L1 ED 297 953

Nuclear Powerplant Safety: Design and Planning.
19p. 1mf. L1 ED 297 955

Nuclear Powerplant Safety: Operations.
20p. 1mf. L1 ED 297 951

Radioisotopes: Today's Applications.
34p. 1mf. L1 ED 297 954

Understanding Radiation.
21p. 1mf. L1 ED 297 952

Nuclear Warfare
Materials for Children about Nuclear War.
15p. 1mf. L1 ED 297 339

Number Concepts
Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.
30p. 1mf. L1 ED 298 142

Nurses
Associate Degree Nursing Program: Program Evaluation Report 88-4.
32p. 1mf. L1 ED 297 828

Nursing Education
Associate Degree Nursing Program: Program Evaluation Report 88-4.
32p. 1mf. L1 ED 297 828

Development of Critical Thinking: Career Ladder P.N. and A.D. Nursing Students, Pre-Health Science Freshmen, Generic Baccalaureate Sophomore Nursing Students.
45p. 1mf. L1 ED 297 153

Nurturance
In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.
14p. 1mf. L1 ED 297 250

Nutrition
National Women's Leadership Conference on Fitness. Proceedings. (Washington, D.C., April 6-7, 1984).
79p. 1mf. L1 ED 298 101

Objectives
Computer Literacy: Course Description and Computer Awareness: Module Syllabus.
17p. 1mf. L1 ED 297 702

Observation
Alabama Career Incentive Program. Evaluator's Manual.
51p. 1mf. L1 ED 298 127

Alabama Career Incentive Program. Observer Manual.
87p. 1mf. L1 ED 298 126

Obsessive Compulsive Behavior
Comparison of Male and Female Addicts and Non-Addicts on the Tennessee Self Concept Scale.
25p. 1mf. L1 ED 297 197

Occupational Aspiration
Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132

Occupational Home Economics
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Adult Care.
24p. 1mf. L1 ED 297 127

Occupational Information
Arizona Labor Market Information (LMI) Directory.
22p. 1mf. L1 ED 297 118
Business Administrator and the Negotiated Order.
20p. 1mf. L1 ED 297 449
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
14p. 1mf. L1 ED 297 126
Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.
20p. 1mf. L1 ED 297 128
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Adult Care.
24p. 1mf. L1 ED 297 127
Licensed Occupations of Oklahoma.
113p. 2mf. L1 ED 297 098
Principal: Gatekeeper of Change.
38p. 1mf. L1 ED 297 472
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Occupational Safety and Health
Occupationally Related Science. Draft Curriculum 1986-87.
114p. 2mf. L1 ED 297 975

Occupational Surveys
To Survey American Crafts: A Planning Study. Research Division Report #2.
32p. 1mf. L1 ED 298 067

Occupational Therapy
Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).
16p. 1mf. L1 ED 297 503

Occupations
Licensed Occupations of Oklahoma.
113p. 2mf. L1 ED 297 098

OCLC
OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
39p. 1mf. L1 ED 297 776

Ode Intimations of Immortality (Wordsworth)
Radical Literary Education: A Classroom Experiment with Wordsworth's "Ode."
201p. mf. L3 ED 297 360

Office Automation
Guidelines for the Development of a Microcomputer Curriculum.

64p. 1mf. L1 ED 297 147
Information Processing Applications: Curriculum Guidelines.
133p. 2mf. L1 ED 297 111
Office Procedures Curriculum Guidelines.
33p. 1mf. L1 ED 297 140

Office Occupations
Office Procedures Curriculum Guidelines.
33p. 1mf. L1 ED 297 140

Office Occupations Education
Information Processing Applications: Curriculum Guidelines.
133p. 2mf. L1 ED 297 111
Keyboarding: Curriculum Guidelines.
39p. 1mf. L1 ED 297 112

Office of Special Education
Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
57p. 1mf. L1 ED 297 547

Office Practice
Office Procedures Curriculum Guidelines.
33p. 1mf. L1 ED 297 140

Officer Personnel
Identification and Representation of Leadership Problems.
42p. 1mf. L1 ED 297 476

Official Languages
English Language Amendment: Backgrounds and Prospects.
17p. 1mf. L1 ED 297 578

Ogburn Report
Behavioral and Social Science: Fifty Years of Discovery.
306p. 4mf. L2 ED 298 055

Ohio
Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166
Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
5p. 1mf. L1 ED 297 095

Ohio (Marietta)
Marietta Celebration of Unity Case Study.
23p. 1mf. L1 ED 298 035

Ohio State University
Role of Mentors in Preparing Future Principals.
35p. 1mf. L1 ED 297 419

Oklahoma
Comparing Actual and Desired Tasks in the School Principalship.
15p. 1mf. L1 ED 297 448
Licensed Occupations of Oklahoma.

113p. 2mf. L1 ED 297 098

Older Adults

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Briefing by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging, House of Representatives, One Hundredth Congress, First Session (September 25, 1987).

140p. 2mf. L1 ED 297 241

Alzheimer's Disease. LC Science Tracer Bullet 87-2.

12p. 1mf. L1 ED 297 213

Coming of Age on Television.

10p. 1mf. L1 ED 297 719

Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.

385p. 5mf. L1 ED 297 505

Death Anxiety and Religiosity among an Older Adult Population.

20p. 1mf. L1 ED 297 222

Health Status, Personal Definition of Health, and Health Behavior Choice in the Elderly.

58p. 1mf. L1 ED 297 212

Mental Health of the Rural Elderly Outreach Program: A Unique Health Care Delivery System.

23p. 1mf. L1 ED 297 218

Older Americans Act Amendments of 1987. House of Representatives, One Hundredth Congress, First Session.

69p. 1mf. L1 ED 297 242

Older Male Primary Caregivers and the Homemaker Role.

17p. 1mf. L1 ED 297 200

Planning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (October 20, 1987).

152p. 2mf. L1 ED 297 239

Public Library Service for Older Adults: Update 1986. Final Report.

100p. 2mf. L1 ED 297 759

Research Advances in Aging 1984-1986.

48p. 1mf. L1 ED 297 120

One Parent Family

Coping with Remarriage: The First Two Years.

10p. 1mf. L1 ED 297 253

Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.

34p. 1mf. L1 ED 297 257

Online Catalogs

Task Force on Access to Information. Final Report.

70p. 1mf. L1 ED 297 729

Online Search Skills

Online Search Optimization.

71p. 1mf. L1 ED 297 777

Online Searching
Break up a File with EDLIN.
6p. 1mf. L1 ED 297 782
Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752
Online Search Optimization.
71p. 1mf. L1 ED 297 777
Reisebericht London: Interner Workshop: "Knowledge Based Systems in Information Science" (London Travel Report: Internal Workshop: "Knowledge Based Systems in Information Science").
25p. 1mf. L1 ED 297 734

Online Systems
Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.
221p. 3mf. L1 ED 297 768
Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771
New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Ontario
Canadian Studies: Geography. A Report for Educators.
177p. 2mf. L1 ED 298 059
Special Needs Music Community: Color and the Computer.
16p. 1mf. L1 ED 298 032

Opinions
Library Survey Summary, University of Tennessee, Knoxville.
86p. 1mf. L1 ED 297 742

Optical Data Disks
How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739

Oral English
Punctuation and the Prosody of Written Language. Technical Report No. 11.
36p. 1mf. L1 ED 297 319

Oral History
Report on Studies in the History of Adult Education in Sweden .
15p. 1mf. L1 ED 297 108

Oral Interpretation
Using Traditional Teaching To Expand Language Development and Critical Thinking.
18p. 1mf. L1 ED 298 092

Oral Language
Promoting Oral Language Growth in Kindergarten through Creative Writing.
33p. 1mf. L1 ED 297 871

Oral Reading
Improving Oral Reading Skills of Educationally Handicapped Elementary School-Aged Students through Repeated Readings.
80p. 1mf. L1 ED 297 275

Oregon
Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.
40p. 1mf. L1 ED 297 436
More with Four: A Look at the Four Day Week in Oregon's Small Schools.
21p. 1mf. L1 ED 297 919
Survey of Language Services to Adolescents in Oregon Public Schools.
27p. 1mf. L1 ED 297 496

Oregon (Salem)
Chemawa Indian School: A Strong Spirit of Growth.
21p. 1mf. L1 ED 297 894

Organizational Change
Developing a Community Based Model for Involvement in the Elementary School.
215p. 3mf. L1 ED 297 866

Organizational Climate
Rhetoric of Retrenchment: Themes and Values as Dimensions in an Interpretive Approach to Organizational Conflict.
48p. 1mf. L1 ED 297 379

Organizational Communication
Macomb Community College Internal Communications Plan.
46p. 1mf. L1 ED 297 814
Rhetoric of Retrenchment: Themes and Values as Dimensions in an Interpretive Approach to Organizational Conflict.
48p. 1mf. L1 ED 297 379

Organizational Development
Implementing Change in Secondary Schools Using Effective Schools Research.
134p. 2mf. L2 ED 297 459

Organizational Effectiveness
Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956

Organizational Objectives
Back to Basics: Unions Reaffirms Their Campus Roles.
6p. 1mf. L1 ED 297 621
Vancouver Community College Educational Plan, 1988-1993.
42p. 1mf. L1 ED 297 841

Organizational Theories
Business Administrator and the Negotiated Order.
20p. 1mf. L1 ED 297 449
Organizational Culture and Time.
31p. 1mf. L1 ED 297 458
Organizations (Groups)
Quick Information Sheets. 1988.
94p. 1mf. L1 ED 297 497
Orientation
Boards Need Education, Too!
3p. 1mf. L1 ED 297 444
Outcomes of Education
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806
Associate Degree Nursing Program: Program Evaluation Report 88-4.
32p. 1mf. L1 ED 297 828
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818
Development of Critical Thinking: Career Ladder P.N. and A.D. Nursing Students, Pre-Health Science Freshmen, Generic Baccalaureate Sophomore Nursing Students.
45p. 1mf. L1 ED 297 153
Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
20p. 1mf. L1 ED 297 803
Dynamics of Secondary Vocational Classrooms machine-readable data file .
29p. 1mf. L3 ED 297 138
Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.
43p. 1mf. L1 ED 297 157
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
20p. 1mf. L1 ED 297 853
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.
29p. 1mf. L1 ED 297 854
Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868
High School Preparation for Employment.

163p. 2mf. L1 ED 297 158
Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."
19p. 1mf. L1 ED 297 825
Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.
10p. 1mf. L1 ED 297 874
Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
168p. 2mf. L2 ED 297 857
More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).
37p. 1mf. L1 ED 297 178
Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132
Performance Profile, Maryland Community Colleges.
14p. 1mf. L1 ED 297 807
Promoting Oral Language Growth in Kindergarten through Creative Writing.
33p. 1mf. L1 ED 297 871
Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783
Student Assessment in Architecture Schools.
10p. 1mf. L1 ED 297 671
Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
35p. 1mf. L1 ED 297 149

Outcomes of Treatment
Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.
13p. 1mf. L1 ED 297 225

Outdoor Education
Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.
105p. 2mf. L2 ED 297 984

Outplacement Services (Employment)
Workforce Reduction Committees. A Labor/Management Approach.
26p. 1mf. L2 ED 297 170

Outreach Programs
Attracting Students and Teachers to the Library Media Center.
39p. 1mf. L1 ED 297 764
Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
35p. 1mf. L2 ED 297 210
Mental Health of the Rural Elderly Outreach Program: A Unique Health Care Delivery System.
23p. 1mf. L1 ED 297 218
Public Library Service for Older Adults: Update 1986. Final

Report.
100p. 2mf. L1 ED 297 759

Owen (Robert)
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).
133p. 2mf. L1 ED 298 039

Pacific Americans
Attainment Status of Asian Americans in Higher Education.
32p. 1mf. L1 ED 297 635

Pacific Basin Countries
Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.
78p. 1mf. L2 ED 298 031

Pacific Northwest
Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756

Pacing
Transitions: Toward a Grounded Theory of What Happens between Lessons.
20p. 1mf. L1 ED 298 083

Paired Courses
Paired Courses: An Instructional Model Designed To Enhance Academic Success.
8p. 1mf. L1 ED 297 307

Pan African Movement
Literacy for Revitalization in the SADCC Countries of Southern Africa.
19p. 1mf. L1 ED 297 304

Paper (Material)
Book Preservation Technologies.
124p. 2mf. L1 ED 297 778

Book Preservation Technologies. Summary.
26p. 1mf. L1 ED 297 779

Paper Deacidification
Book Preservation Technologies.
124p. 2mf. L1 ED 297 778

Book Preservation Technologies. Summary.
26p. 1mf. L1 ED 297 779

Paragraph Composition
Forming, Thinking, Writing: The Composing Imagination.
248p. mf. L3 ED 297 368

Paragraphs
Accessing the Paragraph: A Strategy for Teaching Children To Read and To Write.
16p. 1mf. L1 ED 297 343

Paralinguistics
How Women vs. Men Manage Discourse: Turn-Taking in German.

21p. 1mf. L1 ED 297 576

Paraprofessional School Personnel

Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.

16p. 1mf. L1 ED 297 510

Training Program for Paraprofessionals Working in Special Education and Related Services.

195p. 3mf. L2 ED 297 517

Wages and Salaries Paid Support Personnel in Public Schools, 1987-88. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

73p. mf. L3 ED 297 424

Parent Associations

Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.

118p. 2mf. L1 ED 297 486

Parent Attitudes

Impact of Mothers' Math Experiences on Their Daughters' Attitudes toward Math.

9p. 1mf. L1 ED 297 967

Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.

109p. 2mf. L1 ED 297 968

Perceived Closeness and Parent-Child Relations in Families of Seventh-Graders.

8p. 1mf. L1 ED 297 845

Parent Background

Impact of Mothers' Math Experiences on Their Daughters' Attitudes toward Math.

9p. 1mf. L1 ED 297 967

Parent Centers

Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.

118p. 2mf. L1 ED 297 486

Parent Child Relationship

"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.

171p. 2mf. L2 ED 297 232

Drawing in the Family. Family Involvement in the Schools.

35p. 1mf. L1 ED 298 197

In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.

14p. 1mf. L1 ED 297 250

Influence of Parental Challenge and Support on Adolescents' Academic Achievement.

8p. 1mf. L1 ED 297 224

Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.

22p. 1mf. L1 ED 297 255

Parent-Child Interaction and Adolescents' Future Orientation: The Effects of Age and Sex.

9p. 1mf. L1 ED 297 849

Parenting Adolescent Children in Nondivorced, Divorced, and Remarried Families.

33p. 1mf. L1 ED 297 254

Perceived Closeness and Parent-Child Relations in Families of Seventh-Graders.

8p. 1mf. L1 ED 297 845

Parent Education

Multidisciplinary Team Staffing Practicum.

20p. 1mf. L1 ED 297 529

Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program.

19p. 1mf. L1 ED 297 528

Parent Influence

Parent-Child Interaction and Adolescents' Future Orientation: The Effects of Age and Sex.

9p. 1mf. L1 ED 297 849

Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.

24p. 1mf. L2 ED 297 858

Relationship between Maternal Speech and Child Language Development: An Annotated Bibliography.

48p. 1mf. L1 ED 297 600

Parent Materials

Comics to Classics: A Parent's Guide to Books for Teens and Preteens.

131p. 2mf. L1 ED 297 277

Parent Participation

Drawing in the Family. Family Involvement in the Schools.

35p. 1mf. L1 ED 298 197

Early Childhood/Parent Involvement. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

66p. 1mf. L1 ED 297 891

Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.

25p. 1mf. L1 ED 297 121

Introducing Multicultural Curricula into Early Childhood Education.

30p. 1mf. L1 ED 297 880

Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.

24p. 1mf. L2 ED 297 858

Parent Rights
Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.
118p. 2mf. L1 ED 297 486

Parent Role
Developing a Community Based Model for Involvement in the Elementary School.
215p. 3mf. L1 ED 297 866

Finding Our Way from Here to There: A Parent's Guide to Sex-Fair Vocational Career Planning.
53p. 1mf. L1 ED 297 125

Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.
68p. 1mf. L1 ED 297 865

Influence of Parental Challenge and Support on Adolescents' Academic Achievement.
8p. 1mf. L1 ED 297 224

Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
31p. 1mf. L2 ED 297 514

Mom and Dad Return to a Commuter Campus: A Program for Re-Parenting of Eating Disordered Females.
20p. 1mf. L1 ED 297 221

Parent-Child Interaction and Adolescents' Future Orientation: The Effects of Age and Sex.
9p. 1mf. L1 ED 297 849

Research Report on Essential Factors Germane to a Child's Readiness for First Grade.
16p. 1mf. L1 ED 297 846

Parent School Relationship
Multidisciplinary Team Staffing Practicum.
20p. 1mf. L1 ED 297 529

Parent Teacher Association
Developing a Community Based Model for Involvement in the Elementary School.
215p. 3mf. L1 ED 297 866

Parent Teacher Conferences
Multidisciplinary Team Staffing Practicum.
20p. 1mf. L1 ED 297 529

Parental Challenge
Influence of Parental Challenge and Support on Adolescents' Academic Achievement.
8p. 1mf. L1 ED 297 224

Parenting Skills
Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.
207p. 3mf. L1 ED 297 848

Resource Directory of Hispanic Educational Materials on Child Abuse Prevention.
31p. 1mf. L1 ED 298 199

Parents as Teachers
Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.
68p. 1mf. L1 ED 297 865
Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.
24p. 1mf. L2 ED 297 858

Parochial Schools
Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207

Parody
Doonesbury and the Limits of Satire.
31p. 1mf. L1 ED 297 377

Part Time Faculty
Legal Rights of Tenured and Part-Time Faculty Members in Higher Education.
21p. 1mf. L1 ED 297 645
Supervision of Part-Time Faculty: A Model for Community Colleges.
17p. 1mf. L1 ED 297 794

Partial Vision
Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
31p. 1mf. L2 ED 297 514

Participant Satisfaction
Report of the Student Evaluation of the Milwaukee Area Technical College. MATC Student Survey Comprehensive Report.
164p. 2mf. L1 ED 297 832
Statewide Longitudinal Study. Interim Report.
16p. 1mf. L1 ED 297 833

Participation
Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.
69p. 1mf. L1 ED 298 023
Participation of Handicapped in Apprenticeship: The State-of-the-Art.
89p. 1mf. L1 ED 297 176

Participative Decision Making
Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.
55p. 1mf. L1 ED 297 414
Report Card on School Reform. The Teachers Speak.

90p. 1mf. L2 ED 298 099

Partnerships
Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
59p. 1mf. L1 ED 298 242

Partnership Initiatives Involving Vocational Technical Education in Minnesota.
48p. 1mf. L1 ED 297 175

Partnership Program Evaluation Study. Calgary Board of Education.
174p. 2mf. L1 ED 297 141

Passive Aggressive Behavior
How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.
27p. 1mf. L1 ED 297 518

Patents
High Technology in Australia: Rhetoric or Reality?
12p. 1mf. L1 ED 297 713

Patients Rights
Equal Access to Health Care: Patient Dumping. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (July 22, 1987).
468p. 5mf. L1 ED 297 237

Patriarchal Societies
Hugh Blair and the Female Pen.
20p. 1mf. L1 ED 297 331

Paying For College
Paying for College: Student Loans and Alternative Financing Mechanisms.
30p. 1mf. L1 ED 297 644

Peace
Gandhi's Nonviolent Rhetorical Perspective: A Unique Strategy for Peace Communication.
22p. 1mf. L1 ED 297 389

Peer Counseling
Reinforcing Successive Gains: Collaborative Writing Faculty Projects.
11p. 1mf. L1 ED 297 328

Peer Groups
Social Groups in the Middle School.
8p. 1mf. L1 ED 297 869

Peer Influence

Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
44p. 1mf. L1 ED 297 723

Peer Relationship
Community: Prerequisite for Communication in Language Classes.
12p. 1mf. L1 ED 297 598
Early Peer Relations: Developmental Significance and Prognostic Implications.
23p. 1mf. L1 ED 297 885
How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.
27p. 1mf. L1 ED 297 518

Peer Teaching
Graduate Instructor Representation in Writing Programs: Building Communities through Peer Support.
12p. 1mf. L1 ED 297 333

Pennsylvania
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Pennsylvania (Philadelphia)
Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
29p. 1mf. L1 ED 297 855

Perceived Control
Multidimensional Self-Concepts and Perceptions of Control: Construct Validation of Responses by Children.
36p. 1mf. L1 ED 298 179

Performance Factors
Identification and Representation of Leadership Problems.
42p. 1mf. L1 ED 297 476
Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
65p. 1mf. L2 ED 297 171
Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 553
Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).
16p. 1mf. L1 ED 297 503

Periodicals
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).
175p. 2mf. L1 ED 298 049
Service Journalism in the Association Magazine: A Case Study of the "Angus Journal."
26p. 1mf. L1 ED 297 321
Statistical Methodology Content Analysis of Selected Educational Research Journals.
16p. 1mf. L1 ED 298 138

Permanency Planning (Foster Care)
Families for All Children.
13p. 1mf. L1 ED 297 536

Personal Independence
Leisure and Recreation Behavior Evaluation.
8p. 1mf. L1 ED 297 490

Personal Narratives
Discovery of the Self through the Writing Process: Autobiography as a Heuristic of Identity.
16p. 1mf. L1 ED 297 362

Introductory Psychology Journal: A Technique for Increasing Course Relevance.
8p. 1mf. L1 ED 297 670

Jim Driver, Panola County Oil and Gas Boom.
61p. 1mf. L1 ED 298 008

Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012

Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011

Monroe Brannon: Gary's Master Story Teller.
60p. 1mf. L1 ED 298 009

Personal Report of Communication Apprehensi
Communication Apprehension: Student Demographic Characteristics at The Pennsylvania State University.
17p. 1mf. L1 ED 297 398

Helping Developmental Students Overcome Communication Apprehension.
20p. 1mf. L1 ED 297 397

Personality
Content, Character and Choice in Schooling: Public Policy and Research Implications. Proceedings of a Symposium (Washington, D.C., April 24, 1986).
123p. 2mf. L1 ED 298 020

Personality Change
Personality Changes of American Teenage Participants in a Japanese Youth Exchange.
180p. 2mf. L1 ED 297 199

Personality Traits
Gender Trait Stereotypes: A Comparison of 1978 and 1986.
21p. 1mf. L1 ED 297 217

Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Comparison.
16p. 1mf. L1 ED 297 216

Test-Taking Time, Performance, and the Type A Behavior Pattern.
11p. 1mf. L1 ED 297 223

Personnel Evaluation
Employer Survey Results for the PVCC Graduating Class of 1985-1986. Research Report Number 6-88.
46p. 1mf. L1 ED 297 805

Survey of Employers of 1986 Howard Community College Graduates: A Report of the Findings. Research Report Number 53.
21p. 1mf. L1 ED 297 809

Personnel Management
Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.
16p. 1mf. L1 ED 297 510
Task Force on Organization, Coordination and Staffing. Final Report.
171p. 2mf. L1 ED 297 731

Personnel Policy
Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.
39p. 1mf. L1 ED 297 834
Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.
73p. 1mf. L1 ED 297 835

Personnel Selection
Employment Interviews: Structure, Validity, and Unanswered Questions.
17p. 1mf. L1 ED 297 219
Minority Representation: Efforts of the Alcohol, Drug Abuse, and Mental Health Administration. Report to the Honorable Daniel K. Inouye, U. S. Senate.
32p. 1mf. L1 ED 297 234
Search Procedures for Senior Library Administrators. SPEC Kit 143.
111p. 2mf. L2 ED 297 736

Persuasive Discourse
Life-Embeddedness of Argumentation: A Prelude to Treating Arguments as Exhortations.
37p. 1mf. L1 ED 297 392
Political Myth and Social Action: John C. Calhoun's Defense of Nullification.
33p. 1mf. L1 ED 297 409

Pesticides
Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.
32p. 1mf. L1 ED 297 923

Petroleum Industry
Jim Driver, Panola County Oil and Gas Boom.
61p. 1mf. L1 ED 298 008

Philadelphia School District PA
Analysis of Multiple Indicators To Evaluate School Improvement Projects.
38p. 1mf. L1 ED 298 147

Philanthropic Foundations
Corporation and Foundation Giving to Community Colleges.
84p. 1mf. L1 ED 297 827

Philosophy
Gandhi's Nonviolent Rhetorical Perspective: A Unique Strategy for Peace Communication.
22p. 1mf. L1 ED 297 389

Phonics
What We Know about Phonics. Research in Brief.
3p. 1mf. L1 ED 297 298

Phonology
Dinka Vowel System. Publications in Linguistics Number 82.
102p. 2mf. L2 ED 297 580
Phonological Variability in Canadian English.
23p. 1mf. L1 ED 297 575

Photographs
Studying Photographic Advertising Illustrations and Their Effects.
30p. 1mf. L1 ED 297 403

Photosynthesis
Investigation of Fifth and Eighth Grade Korean Students' Misconceptions of Photosynthesis.
294p. 4mf. L1 ED 297 987

Physical Disabilities
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507
Commonly Asked Questions: Communication Techniques and Aids. Revised.
6p. 1mf. L1 ED 297 500
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537
Toy Modification Note. Revised.
30p. 1mf. L1 ED 297 498

Physical Education
Health/Physical Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
27p. 1mf. L1 ED 298 095

Physical Fitness
Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge and Earn the Presidential Fitness Award.
45p. 1mf. L1 ED 298 125
National Women's Leadership Conference on Fitness. Proceedings.

(Washington, D.C., April 6-7, 1984).
79p. 1mf. L1 ED 298 101

Physical Sciences
Occupationally Related Science. Draft Curriculum 1986-87.
114p. 2mf. L1 ED 297 975

Physical Therapy
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537

Physics
Grade 12 Diploma Examination: Physics 30, June 1988 = Examen en vue du Diplome Douzieme Annee: Physique 30. Juin 1988.
59p. 1mf. L1 ED 297 960

Physics Problem Solving: Student Performance Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.
209p. 3mf. L1 ED 297 974

Picture Books
Array of Teaching Ideas Using Wordless Picture Books.
23p. 1mf. L1 ED 297 274

Books Are 'Littler' than TV.
34p. 1mf. L1 ED 297 710

Materials for Children about Nuclear War.
15p. 1mf. L1 ED 297 339

Pilot Projects
Book Preservation Technologies.
124p. 2mf. L1 ED 297 778

Book Preservation Technologies. Summary.
26p. 1mf. L1 ED 297 779

Place of Residence
Geographic Origins of Students. Fall 1987. Volume II. Report Number 2-88.
498p. 6mf. L1 ED 297 650

Geographic Origins of Students. Fall 1987. Volume I. Report Number 2-88.
590p. 7mf. L1 ED 297 649

Moving Out and Marriage: What Do Young Adults Expect?
13p. 1mf. L2 ED 297 214

Origin of Kentucky College and University Enrollments. Fall 1987.
155p. 2mf. L1 ED 297 688

Trends in Geographic Origins of Students. Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.
592p. 7mf. L1 ED 297 651

Placement

Deinstitutionalization of Minors with Mental Retardation. Abstract X: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 558

Planning
To Survey American Crafts: A Planning Study. Research Division Report #2.
32p. 1mf. L1 ED 298 067

Playground Activities
Design Ideas for Play Spaces for Three to Six Year Olds: Educational Building Digest 19.
17p. 1mf. L1 ED 297 904

Playgrounds
Design Ideas for Play Spaces for Three to Six Year Olds: Educational Building Digest 19.
17p. 1mf. L1 ED 297 904

Plumbing
Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
109p. 2mf. L1 ED 297 115

POCO Project (Netherlands)
Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720

Poetry
Australian Literature in the Primary Classroom.
93p. 1mf. L1 ED 297 372

Radical Literary Education: A Classroom Experiment with Wordsworth's "Ode."
201p. mf. L3 ED 297 360

Songs of Despair: A Case Study of Adolescent Suicide.
24p. 1mf. L1 ED 297 245

Poisoning
Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.
32p. 1mf. L1 ED 297 923

Poisons
Nontoxic Home. Protecting Yourself and Your Family from Everyday Toxics and Health Hazards.
223p. mf. L3 ED 297 947

Policy
Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
32p. 1mf. L2 ED 297 746

Policy Formation
Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988.
42p. 1mf. L1 ED 298 239
(Continued)

Policy Formation *(Continued)*
COPA Self-Study Advisory Panel. Findings and Recommendations Submitted to the Board of Directors, The Council on Postsecondary Accreditation.
51p. 1mf. L2 ED 297 683
Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188
Guidelines for Handling Crisis Situations in the Schools.
28p. 1mf. L1 ED 297 233
Managing Alaska's Information Systems: A Participant-Observer Study.
47p. 1mf. L1 ED 297 757
Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.
27p. 1mf. L1 ED 297 453
Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft.
294p. 4mf. L1 ED 297 899
School Dropouts: Policy Prospects. Policy Issues.
26p. 1mf. L1 ED 297 423
Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).
180p. 2mf. L1 ED 297 181
Utilization and Research Programming: Major Concerns of Educational Policy Oriented Research for the '80s.
20p. 1mf. L1 ED 297 623

Political Attitudes
Public Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.
31p. 1mf. L1 ED 297 916
Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

Political Rhetoric
Political Myth and Social Action: John C. Calhoun's Defense of Nullification.
33p. 1mf. L1 ED 297 409

Politics of Education
Curriculum as a Political Problem: A Historical Perspective.
27p. 1mf. L1 ED 297 452
Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426

National Adult Literacy Policy: A Proposal from the Working Group on Adult Literacy.
13p. 1mf. L1 ED 297 312

Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.
27p. 1mf. L1 ED 297 453

Popular Music
"The Last Waltz": Variations on a Theme.
15p. 1mf. L1 ED 297 413

Popularity
Social Groups in the Middle School.
8p. 1mf. L1 ED 297 869

Population Distribution
Where Artists Live: 1970. Research Division Report #5.
83p. 1mf. L1 ED 298 069

Population Growth
Population. Global Issues Education Packet.
11p. 1mf. L2 ED 297 980

Population Trends
Planning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (October 20, 1987).
152p. 2mf. L1 ED 297 239

Postsecondary Education
Governments and Higher Education--the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).
395p. 5mf. L2 ED 297 610

Nontoxic Home. Protecting Yourself and Your Family from Everyday Toxics and Health Hazards.
223p. mf. L3 ED 297 947

Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
19p. 1mf. L1 ED 297 653

Potential Dropouts
At-Risk Students: Approaches to Identification and Intervention.
22p. 1mf. L1 ED 297 230

Poverty
Homelessness: An Annotated Bibliography of Australian Research.
174p. 2mf. L2 ED 297 231

Money Income and Poverty Status in the United States: 1987. (Advance Data from the March 1988 Current Population Survey). Current Population Reports: Consumer Income.
80p. 1mf. L1 ED 298 241

Poverty Programs
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Preadolescents

Competition and Cohesion in Sibling Relations during the Adaptation to Remarriage.
27p. 1mf. L1 ED 297 256

Coping with Remarriage: The First Two Years.
10p. 1mf. L1 ED 297 253

Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.
22p. 1mf. L1 ED 297 255

Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.
34p. 1mf. L1 ED 297 257

Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.
137p. 2mf. L1 ED 297 760

Precision Teaching

Implementing Data Based Decisions for Instruction: A Guide to Data-Based Decisions for Teaching Students with Learning Disabilities.
46p. 1mf. L1 ED 297 530

Prediction

Prediction of Item Performance by Expert Judges: A Methodology for Examining the Impact of Correction-for-Guessing Instructions on Test Taking Behavior.
14p. 1mf. L1 ED 298 171

Predictive Validity

Early Childhood Identification of Handicapped or "At Risk" Children. Absract VI: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 554

Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494

Predictor Variables

Early Peer Relations: Developmental Significance and Prognostic Implications.
23p. 1mf. L1 ED 297 885

Estimation of Missing Values by Predicted Scores.
20p. 1mf. L1 ED 298 146

Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.
18p. 1mf. L1 ED 297 724

Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.
31p. 1mf. L1 ED 297 725

Pregnancy

Teen-Age Pregnancy Legislation in the States.
18p. 1mf. L2 ED 297 844

Preschool Children

Comparison of Helping, Sharing, Comforting, Honesty, and Civic Awareness for Home Care, Day Care, and Preschool Children.

38p. 1mf. L1 ED 297 883
Developmental Pediatrician's Experience with Four-Year-Olds in Schools: A Suggested Approach to Common Problems.
6p. 1mf. L1 ED 297 877
Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.
20p. 1mf. L1 ED 297 862

Preschool Curriculum
Research and Related Issues: Interactive Instructional Model.
6p. 1mf. L1 ED 297 873

Preschool Education
Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868
Four-Year-Old Movement: Motivations, Outcomes and a Few Unanswered Questions.
6p. 1mf. L1 ED 297 878
Lipsan Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipsan Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
63p. 1mf. L1 ED 297 872
Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527
Research and Related Issues: Interactive Instructional Model.
6p. 1mf. L1 ED 297 873
Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.
66p. 1mf. L1 ED 297 859

Preschool Teachers
Building Curriculum for Young Children: Deciding on Content.
14p. 1mf. L1 ED 297 886

Preservation
Book Preservation Technologies.
124p. 2mf. L1 ED 297 778
Book Preservation Technologies. Summary.
26p. 1mf. L1 ED 297 779
Preservation Planning Project Study Team. Final Report.
97p. 2mf. L2 ED 297 737

Preservice Teacher Education
Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236
Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
46p. 1mf. L1 ED 297 998
Elementary School Science: A Perspective for Teachers.
341p. mf. L3 ED 297 946
Integration of Theory and Practice in a Pre-Service Teacher Training Course.

16p. 1mf. L1 ED 297 594
Preservice Challenge: Discipline-Based Art Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utah, August 8-15, 1987).
233p. 3mf. L1 ED 298 077
Relative Effects of Microteaching and Field Experience on Preservice Teachers.
18p. 1mf. L1 ED 297 962
Survey of Language Services to Adolescents in Oregon Public Schools.
27p. 1mf. L1 ED 297 496
Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.
58p. 1mf. L1 ED 297 881

Press Law
Compulsory Licensing of Journalists: Protection or Restraint? A Discussion on the Inter-American Court of Human Rights' Advisory Opinion on the Costa Rica Case.
35p. 1mf. L1 ED 297 325

Press Opinion
How the Daily Press Looks at Hunger.
37p. 1mf. L1 ED 297 371
What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
29p. 1mf. L1 ED 297 323

Prevention
Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
56p. 1mf. L1 ED 297 474
Child Abuse Cases in an Hispanic Community: A Teaching Tool.
36p. 1mf. L1 ED 298 200
Coping with Student Absenteeism.
14p. 1mf. L2 ED 297 451
Guidelines for Effective School Health Education To Prevent the Spread of AIDS.
17p. 1mf. L1 ED 298 114
Guidelines for Handling Crisis Situations in the Schools.
28p. 1mf. L1 ED 297 233
Hearing on H.R. 457, the Youth Suicide Prevention Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
72p. 1mf. L1 ED 297 248
Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211
White House Conference for a Drug Free America. Final Report.
246p. 3mf. L1 ED 298 100

White House Conference for a Drug Free America. Hearing on H.R. 3226 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, First Session (September 10, 1987).
27p. 1mf. L1 ED 297 238

Youth Suicide Prevention in Vermont. The Lieutenant Governor's Task Force.
39p. 1mf. L1 ED 297 244

Preventive Medicine

Caries Prevalence in U.S. Schoolchildren 1986-87.
21p. 1mf. L1 ED 298 090

Victims of AIDS: Family, Society, Cost and Outlook.
21p. 1mf. L1 ED 297 088

Primary Education

Basic Skills-Multi Disciplinary. Proved Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
50p. 1mf. L1 ED 297 892

Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II.
297p. 4mf. L1 ED 297 433

Prince Edward Island

Small Rural Schools of Prince Edward Island.
40p. 1mf. L1 ED 297 922

Principals

Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
56p. 1mf. L1 ED 297 474

AIMing for Administrative Excellence. Appraising Principals: A Proposed Model.
19p. 1mf. L1 ED 297 416

Analytical Description of the School Principal's Job. Report No. 13
135p. 2mf. L1 ED 297 418

Comparing Actual and Desired Tasks in the School Principalship.
15p. 1mf. L1 ED 297 448

Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415

Development of a Questionnaire for Assessing Principal Change Facilitator Style.
27p. 1mf. L1 ED 297 463

Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.
27p. 1mf. L1 ED 297 455

Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.
40p. 1mf. L1 ED 297 436

Principal: Gatekeeper of Change.
38p. 1mf. L1 ED 297 472

Recruiting and Selecting Principals. ERIC Digest Series Number EA27.

4p. 1mf. L1 ED 297 481
Risky Business: Changing a Secondary School.
432p. 5mf. L1 ED 297 469

Printed Materials
Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752

Prior Learning
What's Wrong with Reading Comprehension Tests?
18p. 1mf. L1 ED 297 305

Private Colleges
Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
141p. 2mf. L1 ED 297 607
Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees.
32p. 1mf. L1 ED 297 639

Private Financial Support
Corporation and Foundation Giving to Community Colleges.
84p. 1mf. L1 ED 297 827
Excellence in Educational Fund Raising at America's Community Colleges and a Key Resources Guide for Educational Fund Raising.
59p. 1mf. L1 ED 297 826
Youth in Crisis: Living On the Jagged Edge.
44p. 1mf. L1 ED 298 214

Private School Aid
Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207

Private Schools
Private School Teachers: Education and Training, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 088
Private School Teachers' Opinions, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 087
Some Attributes of Teachers in Private Elementary and Secondary Schools, 1985-86. OERI Bulletin, March 1987.
14p. 1mf. L1 ED 298 089

Private Sector
Private Sector Initiatives in Educational Reform. Proceedings of a Conference Sponsored by the National Advisory Council on Educational Research and Improvement (2nd, Washington, D.C., April 2, 1987).
89p. 1mf. L1 ED 297 420

Probability
Applications of Pascal's Triangle for Middle School Students.
28p. 1mf. L1 ED 297 988

Problem Solving

Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706

Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
19p. 1mf. L1 ED 297 718

Comparison of Helping, Sharing, Comforting, Honesty, and Civic Awareness for Home Care, Day Care, and Preschool Children.
38p. 1mf. L1 ED 297 883

Design and Drawing for Production. Syllabus. Field Test Edition II.
101p. 2mf. L1 ED 297 191

Effect of the Computer on Problem Solving. Hinsdale District 181.
28p. 1mf. L1 ED 297 717

Future Problem Solving Program: An Investigation of Effects on Problem Solving Ability.
30p. 1mf. L1 ED 297 485

Math Thinkercises. A Good Apple Math Activity Book for Students. Grades 4-8.
68p. 1mf. L2 ED 298 000

Observed Methods for Generating Analogies in Scientific Problem Solving. Revised.
40p. 1mf. L1 ED 297 992

Physics Problem Solving: Student Performance Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.
209p. 3mf. L1 ED 297 974

Teaching Elementary Mathematics in a Technological Age.
453p. 5mf. L2 ED 297 941

Process Analysis

Building Curriculum for Young Children: Deciding on Content.
14p. 1mf. L1 ED 297 886

Production Techniques

Surface Description and Motion Control for Animated Three Dimensional Computer Generated Characters.
65p. 1mf. L1 ED 297 704

Productivity

Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956

Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
62p. 1mf. L1 ED 297 440

Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 553

Professional Continuing Education

Boards Need Education, Too!
3p. 1mf. L1 ED 297 444

Continuing Professional Education Delivery Systems.

46p. 1mf. L1 ED 297 093
Developing a Needs Assessment Plan in Continuing Professional Education.
86p. 1mf. L1 ED 297 092
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Professional Development
Boards Need Education, Too!
3p. 1mf. L1 ED 297 444

Professional Education
Developmental-Interaction Curriculum: An Approach to Training.
49p. 1mf. L1 ED 297 526
Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527
Multidisciplinary Team Staffing Practicum.
20p. 1mf. L1 ED 297 529
Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program.
19p. 1mf. L1 ED 297 528
Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report.
141p. 2mf. L1 ED 297 525

Professional Occupations
Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene Series.
168p. mf. L3 ED 297 991
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Professional Personnel
Professionals and Self-Help: Where Do Professionals Fit In?
12p. 1mf. L1 ED 297 228

Profiles
Creating Profiles of High Risk Students.
14p. 1mf. L1 ED 298 181

Profits
Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Program Administration
Directing Freshman English: Who Really Has Control?
26p. 1mf. L1 ED 297 344
Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114
Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.

109p. 2mf. L1 ED 297 115
Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
141p. 2mf. L1 ED 297 607
Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
21p. 1mf. L1 ED 297 860
Managing a Small Business Incubator.
57p. 1mf. L1 ED 297 188
Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.
67p. 1mf. L1 ED 297 920

Program Budgeting

Annual Program, 1986. Texas State Library.
286p. 3mf. L1 ED 297 727
Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.
27p. 1mf. L1 ED 298 191

Program Content

Back to the Future: A Study of Short-Term Adult Residential Education.
45p. 1mf. L1 ED 297 135
Compendium of Innovative Teacher Education Projects.
70p. 1mf. L1 ED 298 079
Dynamics of Secondary Vocational Classrooms machine-readable data file .
29p. 1mf. L3 ED 297 138
Dynamics of Secondary Vocational Classrooms.
519p. 6mf. L1 ED 297 090
Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167
Keyboarding: Curriculum Guidelines.
39p. 1mf. L1 ED 297 112
More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).
37p. 1mf. L1 ED 297 178
School Leadership Preparation: A Preface for Action.
24p. 1mf. L1 ED 298 093

Program Costs

Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).
93p. 1mf. L1 ED 297 538
Generic Certificates. Agricultural Economic Report Number 594.

24p. 1mf. L1 ED 297 183

Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
11p. 1mf. L1 ED 297 921

Program D

Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
59p. 1mf. L1 ED 298 242

Program Descriptions

Basic Skills--Language Arts/Writing: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
39p. 1mf. L1 ED 297 359

Basic Skills--Mathematics. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
53p. 1mf. L1 ED 298 001

Basic Skills--Reading: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
77p. 1mf. L1 ED 297 301

Employment Programs for Rural Women.
40p. 1mf. L1 ED 297 900

High Expectations Reading Program, McAllen Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).
7p. 1mf. L1 ED 297 279

Redesigning Rural Education: Ideas for Action.
23p. 1mf. L1 ED 297 897

Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495

Program Design

Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.
105p. 2mf. L2 ED 297 984

Program Strategy and Design: Options for Federal Actions in Education.
19p. 1mf. L1 ED 298 203

Selecting Students and Services for Chapter 1: Reactions. Revised.
27p. 1mf. L1 ED 298 206

Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211

Two-Way Bilingual Programs: Implementation of an Educational Innovation.

20p. 1mf. L1 ED 297 568

Program Development

Addressing the Causes of Youth Crime.
34p. 1mf. L2 ED 298 186

Advisory Committee and Its Role in Program Planning at the Community College.
23p. 1mf. L1 ED 297 793

Back to the Future: A Study of Short-Term Adult Residential Education.
45p. 1mf. L1 ED 297 135

Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115

Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.
52p. 1mf. L1 ED 298 117

Developing a Needs Assessment Plan in Continuing Professional Education.
86p. 1mf. L1 ED 297 092

Developing and Validating Science Education Videodiscs.
39p. 1mf. L1 ED 297 943

Development of Renewed Secondary Education in Belgium.
28p. 1mf. L1 ED 297 457

Drawing in the Family. Family Involvement in the Schools.
35p. 1mf. L1 ED 298 197

Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167

Evolution of the Compensatory Education Program.
26p. 1mf. L1 ED 298 202

Federal Role and Chapter 1: Rethinking Some Basic Assumptions.
18p. 1mf. L1 ED 298 205

Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114

Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
109p. 2mf. L1 ED 297 115

Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868

Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge and Earn the Presidential Fitness Award.
45p. 1mf. L1 ED 298 125

Guidelines for the Development, Implementation and Operation of School Vocational Education Councils.
34p. 1mf. L1 ED 297 130

Handbook for Vocational Advisory Committees. Revised. Voc. Ed. #170.
33p. 1mf. L1 ED 297 096

How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.

21p. 1mf. L1 ED 298 209
Increased State Capacity and Aid to the Disadvantaged.
16p. 1mf. L1 ED 298 204
Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146
Life and Times of Victor Karlovich Della-Vos.
29p. 1mf. L1 ED 297 137
Literacy Program. National Issues Forums Special Report.
9p. 1mf. L1 ED 297 091
More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).
37p. 1mf. L1 ED 297 178
New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.
26p. 1mf. L1 ED 298 094
Next Steps in Urban Education.
12p. 1mf. L1 ED 298 210
Partnership Program Evaluation Study, Calgary Board of Education.
174p. 2mf. L1 ED 297 141
Problem of Quality in Chapter 1.
14p. 1mf. L1 ED 298 208
Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws of 1986).
44p. 1mf. L1 ED 298 102
Selecting Students and Services for Chapter 1: Reactions. Revised.
27p. 1mf. L1 ED 298 206
Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
29p. 1mf. L1 ED 297 855
Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495
State Technical Committees. State of the Art. A Report on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984.
95p. 1mf. L2 ED 297 168
Ways that Schools Are: Lessons for Reformers.
27p. 1mf. L1 ED 298 211

Program Effectiveness

Addressing the Causes of Youth Crime.
34p. 1mf. L2 ED 298 186
Canadian Studies: Geography. A Report for Educators.
177p. 2mf. L1 ED 298 059
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
53p. 1mf. L1 ED 298 222

Development of Renewed Secondary Education in Belgium.
28p. 1mf. L1 ED 297 457

Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
20p. 1mf. L1 ED 297 803

Effective Dropout Prevention: The Case for Schoolwide Reform.
77p. 1mf. L1 ED 298 225

Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.
81p. 1mf. L1 ED 297 541

Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
34p. 1mf. L1 ED 297 561

Enhancing the Attractiveness of Alcohol Education Via a Microcomputer Program.
18p. 1mf. L1 ED 297 208

Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).
95p. 1mf. L1 ED 297 475

High School Development Center: An Alternative School for Ninth and Tenth Grades. Executive Summary, 1986-87.
6p. 1mf. L1 ED 298 226

High School Development Center: An Alternative School for Ninth and Tenth Grades. Evaluation Report, 1986-87.
57p. 1mf. L1 ED 298 227

Lipman Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipman Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
63p. 1mf. L1 ED 297 872

Literacy Program. National Issues Forums Special Report.
9p. 1mf. L1 ED 297 091

Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
168p. 2mf. L2 ED 297 857

Magnet School Program: 1987-1988. End-of-Year Report. OEA Evaluation Report.
24p. 1mf. L1 ED 298 215

Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
65p. 1mf. L2 ED 297 171

Partnership Program Evaluation Study, Calgary Board of Education.
174p. 2mf. L1 ED 297 141

Problem of Quality in Chapter 1.
14p. 1mf. L1 ED 298 208

Program Evaluation and Testing in the Educational Programs of Micronesia--When Benchmarks are Needed.
18p. 1mf. L1 ED 297 585

(Continued)

Program Effectiveness *(Continued)*

Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.
157p. 2mf. L2 ED 298 190

Report to the Legislature on Scoliosis Screening Cost/Benefit Analysis.
11p. 1mf. L1 ED 298 113

Research and Related Issues: Interactive Instructional Model.
6p. 1mf. L1 ED 297 873

Rural Community Service Coordinator Program Interim Evaluation.
22p. 1mf. L1 ED 297 905

Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783

Significant Bilingual Instructional Features Study. Executive Summary.
24p. 1mf. L1 ED 297 562

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report 1987-88.
41p. 1mf. L1 ED 298 253

Status Equalization Project.
35p. 1mf. L1 ED 298 257

Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
128p. 2mf. L1 ED 297 161

Two-Way Bilingual Programs: Implementation of an Educational Innovation.
20p. 1mf. L1 ED 297 568

Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563

1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.
45p. 1mf. L1 ED 298 062

Program Evaluation

Arizona Commission of Indian Affairs 1986-87 Annual Report.
26p. 1mf. L1 ED 297 913

Book Preservation Technologies.
124p. 2mf. L1 ED 297 778

Book Preservation Technologies. Summary.
26p. 1mf. L1 ED 297 779

Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720

E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.

37p. 1mf. L1 ED 298 195
Elementary School Science Education Program Evaluation Guide SY88-89 Edition One.
74p. 1mf. L1 ED 297 939
Enhancing the Program Evaluation Process in Minnesota's Technical Institutes: Four Recommendations.
34p. 1mf. L1 ED 297 174
Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
33p. 1mf. L1 ED 298 139
Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?
13p. 1mf. L1 ED 298 168
Increased State Capacity and Aid to the Disadvantaged.
16p. 1mf. L1 ED 298 204
Magnet School Program: 1987-1988. End-of-Year Report. OEA Evaluation Report.
24p. 1mf. L1 ED 298 215
Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
65p. 1mf. L2 ED 297 171
National Standards: Oral and Written Communications.
17p. 1mf. L1 ED 297 351
New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.
26p. 1mf. L1 ED 298 094
Policy Options for the Future of Compensatory Education: Conference Papers (Washington, D.C., November 18-19, 1986).
249p. 3mf. L1 ED 298 201
Program Strategy and Design: Options for Federal Actions in Education.
19p. 1mf. L1 ED 298 203
Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
53p. 1mf. L1 ED 297 261
Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.
157p. 2mf. L2 ED 298 190
Report to the Legislature on the Teacher Assistance Program. (Chapter 507, Laws of 1987).
40p. 1mf. L1 ED 298 104
Rural Community Service Coordinator Program Interim Evaluation.
22p. 1mf. L1 ED 297 905
Single-Minded Appraisal of a Multiple-Criterion Teacher Appraisal System.
23p. 1mf. L1 ED 298 173
Skills Information System Review: A Report of Findings and Recommendations.
59p. 1mf. L1 ED 297 902

Using Evaluation Findings To Improve Minority Education Programs.
6p. 1mf. L1 ED 297 636

Program Guides

Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.
73p. 1mf. L2 ED 298 031

Program Implementation

Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.
52p. 1mf. L1 ED 298 117

Development of Renewed Secondary Education in Belgium.
28p. 1mf. L1 ED 297 457

Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114

Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
109p. 2mf. L1 ED 297 115

Guidelines for the Development, Implementation and Operation of School Vocational Education Councils.
34p. 1mf. L1 ED 297 130

Incorporating Employability Skills into the Vocational Classroom.
13p. 1mf. L1 ED 297 124

Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
21p. 1mf. L1 ED 297 860

Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.
49p. 1mf. L1 ED 298 235

New Computing in Higher Education.
16p. 1mf. L1 ED 297 700

Selecting the "Right" Microcomputer.
6p. 1mf. L2 ED 297 701

Shaping the Future: Teaching Our Youngest Students. Research Brief #2.
9p. 1mf. L1 ED 297 847

State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.
50p. 1mf. L1 ED 298 223

Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
128p. 2mf. L1 ED 297 161

Two-Way Bilingual Programs: Implementation of an Educational Innovation.
20p. 1mf. L1 ED 297 568

Program Improvement

Analysis of Multiple Indicators To Evaluate School Improvement Projects.
38p. 1mf. L1 ED 298 147

Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.
110p. 2mf. L1 ED 297 908

Elementary School Science Education Program Evaluation Guide SY88-89 Edition One.

74p. 1mf. L1 ED 297 939

How Fiscal Accountability and Program Quality Can be Insured For Chapter 1.

21p. 1mf. L1 ED 298 209

Next Steps in Urban Education.

12p. 1mf. L1 ED 298 210

Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.

17p. 1mf. L1 ED 297 102

Selecting Students and Services for Chapter 1: Reactions. Revised.

27p. 1mf. L1 ED 298 206

Standards for Adult and Juvenile Correctional Education Programs.

21p. 1mf. L1 ED 297 087

State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.

50p. 1mf. L1 ED 298 223

Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.

128p. 2mf. L1 ED 297 161

Programmed Instruction

Proceedings of the College Reading Association, Volume 3, Summer 1962.

74p. 1mf. L1 ED 297 285

Programmed Instructional Materials

How To Evaluate Educational Software Easily and Efficiently. For Teachers, Parents and Home Computer Users. Self-Training Package.

50p. 1mf. L1 ED 298 175

Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.

97p. 2mf. L1 ED 298 002

Programmed Tutoring

Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.

97p. 2mf. L1 ED 298 002

Programing

Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.

20p. 1mf. L1 ED 297 128

Programing (Broadcast)

Broadcast Deregulation Presents New Options for Land-Grant Radio Public Service, News Programming.

14p. 1mf. L1 ED 297 896

Coming of Age on Television.

10p. 1mf. L1 ED 297 719

Curricular Applications of ITV in Maryland.
50p. 1mf. L1 ED 297 705

Progressive Education
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (23rd, Chicago, Illinois, November 5-7, 1987).
233p. 3mf. L1 ED 298 052

Project Education Reform
Experiences in School Improvement. The Story of 16 American Districts.
92p. 1mf. L1 ED 297 480

Project Head Start
Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
50p. 1mf. L1 ED 297 559

Project LAST
Low Achieving Schools Assessment. Year Two Bronson Settlement.
79p. 1mf. L1 ED 298 183

Project Leadership
Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.
55p. 1mf. L1 ED 297 414

Project Literacy
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

Project Perform
Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.
146p. 2mf. L1 ED 297 266

Project WILD
Who Speaks for Wolf? Not Project WILD.
19p. 1mf. L1 ED 297 903

Promotion (Occupational)
Barriers and Biases toward Women: Impediments to Administrative Progression.
13p. 1mf. L1 ED 297 669

Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.
43p. 1mf. L1 ED 297 157

Prompting
Rhetoric of Essay Test Prompts.
23p. 1mf. L1 ED 297 363

Pronouns
Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259

Proposed Legislation
Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.
27p. 1mf. L1 ED 298 191

Prosocial Behavior
Comparison of Helping, Sharing, Comforting, Honesty, and Civic Awareness for Home Care, Day Care, and Preschool Children.
38p. 1mf. L1 ED 297 883

Social Development of the Young Child: Two Theories, Two Stories.
10p. 1mf. L1 ED 297 875

Protocol Analysis
Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281

Psychoeducational Methods
How Passive-Aggressive Behavior in Emotionally Disturbed Children Affects Peer Interactions in a Classroom Setting.
27p. 1mf. L1 ED 297 518

What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

Psychological Characteristics
Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.
22p. 1mf. L1 ED 297 332

Psychological Needs
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107

Psychology
Introductory Psychology Journal: A Technique for Increasing Course Relevance.
8p. 1mf. L1 ED 297 670

Self-Esteem: A Model.
10p. 1mf. L1 ED 297 204

Psychometrics
Creating Profiles of High Risk Students.
14p. 1mf. L1 ED 298 181

Espirical Foundation for a Taxonomy of Humor.
7p. 1mf. L1 ED 298 149

Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.
53p. 1mf. L1 ED 298 157

Psychometric Characteristics of the Child Development Rating Scales.

12p. 1mf. L1 ED 297 509
RSE-40: An Alternate Scoring System for the Rosenberg Self-Esteem Scale (RSE).
17p. 1mf. L1 ED 298 154

Psychotherapy
Crisis "Hotline" as Mediated Therapeutic Communication.
24p. 1mf. L1 ED 297 194
Therapy on the Telephone: The Decentralization of Traditional Therapy.
12p. 1mf. L1 ED 297 195

Public Affairs Education
Science/Technology/Society in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 073

Public Agencies
U.S. Commission on Civil Rights: Compliance with Appropriation Provisions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of Representatives.
12p. 1mf. L1 ED 298 193
U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.
98p. 2mf. L1 ED 298 192

Public Colleges
Show Me Excellence: Assessment in Missouri Public Colleges and Universities.
61p. 1mf. L1 ED 297 678
South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.
47p. 1mf. L1 ED 297 638

Public Education
Curriculum as a Political Problem: A Historical Perspective.
27p. 1mf. L1 ED 297 452
Educational Facilities in Japan. NIER Occasional Paper 01/87.
25p. 1mf. L1 ED 297 431
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.
280p. 3mf. L1 ED 297 432
New Upper Secondary School Education in Japan. NIER Occasional Paper 02/86.
17p. 1mf. L1 ED 297 430

Public Health
Victims of AIDS: Family, Society, Cost and Outlook.
21p. 1mf. L1 ED 297 088

Public Language
Does the Public Use of Spanish Reverse Linguistic Assimilation? A Second Look at Austin, Texas.
10p. 1mf. L1 ED 297 597

Public Libraries
Alabama Public Library Service, 1987 Annual Report.

22p. 1mf. L1 ED 297 763
Annual Program, 1986. Texas State Library.
286p. 3mf. L1 ED 297 727
Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754
Library Programs: Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1987. LSCA Title IV.
56p. 1mf. L1 ED 297 767
Library Programs: Library Literacy Program. Analysis of Funded Projects, 1987. LSCA VI.
82p. 1mf. L1 ED 297 766
Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.
60p. 1mf. L1 ED 297 753
Summer Splash, 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.
137p. 2mf. L1 ED 297 760
Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748

Public Opinion

Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military Assistance to Iran and Nicaraguan Opposition: A Fantasy Theme Analysis.
25p. 1mf. L1 ED 297 395
Public Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.
31p. 1mf. L1 ED 297 916
Rural Communication and Collective Coorientation: The Case of Acid Rain.
45p. 1mf. L1 ED 297 387

Public Policy

Families for All Children.
13p. 1mf. L1 ED 297 536
Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185
Foundations for the Future of Alberta's Metis Settlements. Report of the MacEwan Joint Metis-Government Committee to Review the Metis Betterment Act and Regulations.
145p. 2mf. L1 ED 297 893
Literacy Program. National Issues Forums Special Report.
9p. 1mf. L1 ED 297 091
Memoria de la XXII Reunion Ordinaria de la Asamblea General de la ANUIES (Report of the 22nd Meeting of the General Assembly of the National Association of Universities and Institutions of Higher

Education) (22nd, Manzanillo, Colima, Mexico, October 1986).
188p. 2mf. L1 ED 297 609

National Commission for Employment Policy Eleventh Annual Report. Including Findings and Recommendations on Goals for the Workplace and Implications for Policy. Report No. 20.
34p. 1mf. L1 ED 297 116

State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.
36p. 1mf. L1 ED 297 655

Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.
67p. 1mf. L1 ED 297 920

Public Private Relationship

Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
59p. 1mf. L1 ED 298 242

Public Relations

Attracting Students and Teachers to the Library Media Center.
39p. 1mf. L1 ED 297 764

Beyond Theory: Improving Public Relations Writing through Computer Technology.
23p. 1mf. L1 ED 297 342

Communication Needs of a Local Not-For-Profit in Relation to Local Community Resources.
21p. 1mf. L1 ED 297 391

Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.
25p. 1mf. L1 ED 297 121

Macomb Community College Community Relations Plan, 1988.
103p. 2mf. L1 ED 297 808

Public School Teachers

Analysis of Teacher-Made Tests: Testing Practices, Cognitive Demands, and Item Construction Errors.
50p. 1mf. L1 ED 298 174

Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
64p. 1mf. L1 ED 298 080

Public Schools

Analysis of Multiple Indicators To Evaluate School Improvement Projects.
38p. 1mf. L1 ED 298 147

Economic Prosperity and the Responsibility of Public Education in Metro New Orleans.
31p. 1mf. L1 ED 298 228

Evaluation and Assessment Processes in Nebraska Public Schools. A

Staff Report. Education Interim Study LR 181.
162p. 2mf. L1 ED 298 136
Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.
27p. 1mf. L1 ED 297 455
Four-Year-Old Movement: Motivations, Outcomes and a Few Unanswered Questions.
6p. 1mf. L1 ED 297 878
Lipsan Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipsan Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
63p. 1mf. L1 ED 297 872
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (17th, Chicago, Illinois, October 30-31, 1981).
150p. 2mf. L1 ED 298 046
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (15th, Chicago, Illinois, October 26-27, 1979).
200p. 3mf. L1 ED 298 044
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).
195p. 3mf. L1 ED 298 047
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October 24-25, 1986).
247p. 3mf. L1 ED 298 051
Primary Education in Iceland. Project No. 8: "Innovation in Primary Education."
9p. 1mf. L2 ED 297 851
Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
10p. 1mf. L2 ED 297 852
Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."
15p. 1mf. L2 ED 297 870
Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
16p. 1mf. L2 ED 297 850
Private Sector Initiatives in Educational Reform. Proceedings of a Conference Sponsored by the National Advisory Council on Educational Research and Improvement (2nd, Washington, D.C., April 2, 1987).
89p. 1mf. L1 ED 297 420
Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.

8p. 1mf. L1 ED 297 437

Public Elementary and Secondary Enrollments: Outlook to the Year 2000. OERI Bulletin.

8p. 1mf. L1 ED 297 478

Public School Graduates, 1981-1985. OERI Historical Report.

23p. 1mf. L1 ED 297 479

Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.

43p. 1mf. L1 ED 298 145

Wages and Salaries Paid Support Personnel in Public Schools, 1987-88. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

73p. mf. L3 ED 297 424

Public Service

Facts and Faith: A Status Report on Youth Service.

56p. 1mf. L1 ED 298 234

Public Speaking

Decreasing Communication Anxiety through Public Speech Training.

17p. 1mf. L2 ED 297 406

Effects of Systematic Desensitization in the Alleviation of Communication Apprehension.

17p. 1mf. L1 ED 297 399

Public Support

Governments and Higher Education--the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).

393p. 5mf. L2 ED 297 610

Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.

69p. 1mf. L1 ED 298 023

School Dropouts: Policy Prospects. Policy Issues.

26p. 1mf. L1 ED 297 423

Public Works

Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.

30p. 1mf. L1 ED 298 016

Publications

Content Analysis of the Research on Giftedness: How Well Are We Doing?

26p. 1mf. L1 ED 297 524

Library Publications Programs. SPEC Kit 145.

117p. 2mf. L2 ED 297 772

Puerto Ricans

Why Do We Want To Learn English? Ask Us!

12p. 1mf. L1 ED 297 601

Punctuation

Punctuation and the Prosody of Written Language. Technical Report No. 11.

36p. 1mf. L1 ED 297 319

Purchasing
Comparison of State Methods of Purchasing School Bus Bodies. Monographs in Education No. 6.
62p. 1mf. L1 ED 297 460

Puzzles
Applications of Pascal's Triangle for Middle School Students.
28p. 1mf. L1 ED 297 988

Pyramids
Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!
120p. mf. L3 ED 298 124

Qualitative Research
Focus Groups: An Alternative Method of Gathering Qualitative Data in Communication Research.
19p. 1mf. L1 ED 297 393

Query Formulations
Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
53p. 1mf. L1 ED 297 693

Questioning Techniques
Questioning Strategies To Encourage Critical Thinking.
11p. 1mf. L1 ED 297 410

Questionnaires
Development of a Questionnaire for Assessing Principal Change Facilitator Style.
27p. 1mf. L1 ED 297 463

Racial Bias
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).
204p. 3mf. L1 ED 298 048

Racial Composition
School Enrollment--Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics.
125p. 2mf. L1 ED 298 240

Racial Differences
Development of Ethnic Identity in Adolescents.
26p. 1mf. L1 ED 298 224

Teacher Ethnicity: Relationships with Teaching Rewards and Incentives.
59p. 1mf. L1 ED 298 078

Racial Discrimination
Discrimination Litigation in Academe: Effects on Institutions and Individuals.
19p. 1mf. L1 ED 297 619

Racial Identification
Development of Ethnic Identity in Adolescents.
26p. 1mf. L1 ED 298 224

Racial Integration
Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194
Evaluation Program for Integrated Elementary Schools and Programs. Multicultural Education Resource Series.
20p. 1mf. L1 ED 298 217

Racial Relations
Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194
Status Equalization Project.
35p. 1mf. L1 ED 298 237

Radiation
Radioisotopes: Today's Applications.
34p. 1mf. L1 ED 297 954
Understanding Radiation.
21p. 1mf. L1 ED 297 952

Radiation Effects
Understanding Radiation.
21p. 1mf. L1 ED 297 952

Radioisotopes
Radioisotopes: Today's Applications.
34p. 1mf. L1 ED 297 954

Radiology
Radioisotopes: Today's Applications.
34p. 1mf. L1 ED 297 954
Understanding Radiation.
21p. 1mf. L1 ED 297 952

Rand Corporation
Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
32p. 1mf. L2 ED 297 746

Rape
Sexual Violence. Work in Progress No. 83-05.
11p. 1mf. L1 ED 297 252

Raritan Valley Community College NJ
Infusing International Experience into the Curriculum.
19p. 1mf. L1 ED 297 791

Rating Scales
Development of a College Academic Self-Efficacy Scale.
8p. 1mf. L1 ED 298 158
Masculinity and Femininity: A Bipolar Construct and Independent Constructs.

39p. 1mf. L1 ED 298 143

Readability

Proceedings of the College Reading Association, Volume 3, Summer 1962.

74p. 1mf. L1 ED 297 285

Reader Response

Impact of the Emotional Orientation of a Passage on the Reading Comprehension of Fourth Graders.

53p. 1mf. L1 ED 297 314

Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.

22p. 1mf. L1 ED 297 332

Service Journalism in the Association Magazine: A Case Study of the "Angus Journal."

26p. 1mf. L1 ED 297 321

Reader Text Relationship

Punctuation and the Prosody of Written Language. Technical Report No. 11.

36p. 1mf. L1 ED 297 319

Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.

79p. 1mf. L1 ED 297 259

Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 6.

62p. 1mf. L1 ED 297 260

Readership Analysis

Service Journalism in the Association Magazine: A Case Study of the "Angus Journal."

26p. 1mf. L1 ED 297 321

Reading Ability

Proceedings of the College Reading Association, Volume 2, Summer 1961.

102p. 2mf. L1 ED 297 284

Second Language Reading: Reading, Language, and Metacognition.

38p. 1mf. L1 ED 297 577

Reading Achievement

Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.

146p. 2mf. L1 ED 297 266

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.

41p. 1mf. L1 ED 298 221

Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.

68p. 1mf. L1 ED 297 865

(Continued)

Reading Achievement *(Continued)*
Measuring the Instructional Sensitivity of ESL Reading Comprehension Items.
20p. 1mf. L1 ED 297 591
Proceedings of the College Reading Association, Volume 7, Fall 1966.
116p. 2mf. L1 ED 297 289
Proceedings of the College Reading Association, Volume 6, Fall 1965.
140p. 2mf. L1 ED 297 288
Proceedings of the College Reading Association, Volume 2, Summer 1961.
102p. 2mf. L1 ED 297 284

Reading Attitudes
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

Reading Behavior
Writing and Reading in a Culturally Diverse Society: Proceedings of the Claremont Reading Conference (53rd, Claremont, California, March 20-21, 1987). 51st Yearbook.
234p. mf. L3 ED 297 300

Reading Centers
Paired Courses: An Instructional Model Designed To Enhance Academic Success.
8p. 1mf. L1 ED 297 307
Proceedings of the College Reading Association, Volume 6, Fall 1965.
140p. 2mf. L1 ED 297 288

Reading Comprehension
Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.
146p. 2mf. L1 ED 297 266
Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
39p. 1mf. L1 ED 297 263
Impact of the Emotional Orientation of a Passage on the Reading Comprehension of Fourth Graders.
53p. 1mf. L1 ED 297 314
Improving Thinking Skills in Deaf College Students.
17p. 1mf. L1 ED 297 489
Measuring the Instructional Sensitivity of ESL Reading Comprehension Items.
20p. 1mf. L1 ED 297 591
Proceedings of the College Reading Association, Volume 10, Fall 1969.
229p. 3mf. L1 ED 297 292
Reading Rate: The Measurement Dilemma Revisited.
9p. 1mf. L1 ED 297 309
Recall of Central Facts from Text.

15p. 1mf. L1 ED 297 272

Second Language Reading: Reading, Language, and Metacognition.

38p. 1mf. L1 ED 297 577

What's Wrong with Reading Comprehension Tests?

18p. 1mf. L1 ED 297 305

Writing to Study and Learn.

58p. 1mf. L1 ED 297 316

Reading Concepts

Learning Styles and Native Americans.

22p. 1mf. L1 ED 297 906

Reading Consultants

Proceedings of the College Reading Association, Volume 7, Fall 1966.

116p. 2mf. L1 ED 297 289

Reading Diagnosis

Proceedings of the College Reading Association, Volume 1, Spring 1961.

82p. 1mf. L1 ED 297 283

Proceedings of the College Reading Association, Volume 9, Fall 1968.

161p. 2mf. L1 ED 297 291

Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. Eric Digest Number 6, 1988.

3p. 1mf. L1 ED 297 303

Reading Difficulties

Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.

31p. 1mf. L1 ED 297 512

Proceedings of the College Reading Association, Volume 10, Fall 1969.

229p. 3mf. L1 ED 297 292

Proceedings of the College Reading Association, Volume 11, Fall 1970.

144p. 2mf. L1 ED 297 293

Proceedings of the College Reading Association, Volume 6, Fall 1965.

140p. 2mf. L1 ED 297 288

Proceedings of the College Reading Association, Volume 4, Summer 1963.

98p. 2mf. L1 ED 297 286

Using Classification Lessons To Teach Hispanic Secondary Students Inference.

18p. 1mf. L1 ED 297 590

Reading Habits

Reading Newspapers: The Practices of America's Young Adults. A

Summary.
20p. 1mf. L1 ED 297 330
Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259

Reading Improvement

Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
39p. 1mf. L1 ED 297 263
Proceedings of the College Reading Association, Volume 8, Fall 1967.
171p. 2mf. L1 ED 297 290
Proceedings of the College Reading Association, Volume 6, Fall 1965.
140p. 2mf. L1 ED 297 288
Proceedings of the College Reading Association, Volume 3, Summer 1962.
74p. 1mf. L1 ED 297 285
Proceedings of the College Reading Association, Volume 2, Summer 1961.
102p. 2mf. L1 ED 297 284
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

Reading Instruction

American Reading Instruction.
528p. 6mf. L1 ED 297 273
Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262
Facts and Fads in Beginning Reading: A Cross-Language Perspective.
224p. mf. L3 ED 297 299
High Expectations Reading Program, McAllen Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).
7p. 1mf. L1 ED 297 279
Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
14p. 1mf. L1 ED 297 863
Managing Your Reading Program--A Total System.
54p. 1mf. L1 ED 297 311
Proceedings of the College Reading Association, Volume 11, Fall 1970.
144p. 2mf. L1 ED 297 293
Proceedings of the College Reading Association, Volume 10, Fall

1969.
229p. 3mf. L1 ED 297 292
Proceedings of the College Reading Association, Volume 9, Fall 1968.
161p. 2mf. L1 ED 297 291
Proceedings of the College Reading Association, Volume 8, Fall 1967.
171p. 2mf. L1 ED 297 290
Proceedings of the College Reading Association, Volume 7, Fall 1966.
116p. 2mf. L1 ED 297 289
Proceedings of the College Reading Association, Volume 6, Fall 1965.
140p. 2mf. L1 ED 297 288
Proceedings of the College Reading Association, Volume 5, Fall 1964.
78p. 1mf. L1 ED 297 287
Proceedings of the College Reading Association, Volume 4, Summer 1963.
98p. 2mf. L1 ED 297 286
Proceedings of the College Reading Association, Volume 3, Summer 1962.
74p. 1mf. L1 ED 297 285
Proceedings of the College Reading Association, Volume 2, Summer 1961.
102p. 2mf. L1 ED 297 284
Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
53p. 1mf. L1 ED 297 261
Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
51p. 1mf. L1 ED 297 318
Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
118p. 2mf. L1 ED 298 141
Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.
25p. 1mf. L1 ED 297 584
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296
Whole Language and Whole Language Instruction: A Definition.
17p. 1mf. L1 ED 297 270
Writing and Reading in a Culturally Diverse Society: Proceedings of the Claremont Reading Conference (53rd, Claremont, California, March 20-21, 1987). 51st Yearbook.
234p. mf. L3 ED 297 300

Reading Machines

Proceedings of the College Reading Association, Volume 3, Summer 1962.

74p. 1mf. L1 ED 297 285

Reading Material Selection

Array of Teaching Ideas Using Wordless Picture Books.
23p. 1mf. L1 ED 297 274

Comics to Classics: A Parent's Guide to Books for Teens and Preteens.
131p. 2mf. L1 ED 297 277

High Expectations Reading Program, McAllen Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).
7p. 1mf. L1 ED 297 279

Reading Materials

Books That Make the Difference: What College Students Told Me.
7p. 1mf. L1 ED 297 308

Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912

Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911

Comics to Classics: A Parent's Guide to Books for Teens and Preteens.
131p. 2mf. L1 ED 297 277

Materials for Children about Nuclear War.
15p. 1mf. L1 ED 297 339

Proceedings of the College Reading Association, Volume 11, Fall 1970.
144p. 2mf. L1 ED 297 293

Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.
25p. 1mf. L1 ED 297 584

Reading Processes

Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 8.
62p. 1mf. L1 ED 297 260

Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259

Reading Programs

Basic Skills--Reading: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
77p. 1mf. L1 ED 297 301

High Expectations Reading Program, McAllen Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).

7p. 1mf. L1 ED 297 279

Improving Oral Reading Skills of Educationally Handicapped Elementary School-Aged Students through Repeated Readings.
80p. 1mf. L1 ED 297 275

Managing Your Reading Program--A Total System.
54p. 1mf. L1 ED 297 311

Proceedings of the College Reading Association, Volume 1, Spring 1961.
82p. 1mf. L1 ED 297 283

Proceedings of the College Reading Association, Volume 11, Fall 1970.
144p. 2mf. L1 ED 297 293

Proceedings of the College Reading Association, Volume 10, Fall 1969.
229p. 3mf. L1 ED 297 292

Proceedings of the College Reading Association, Volume 9, Fall 1968.
161p. 2mf. L1 ED 297 291

Proceedings of the College Reading Association, Volume 8, Fall 1967.
171p. 2mf. L1 ED 297 290

Proceedings of the College Reading Association, Volume 7, Fall 1966.
116p. 2mf. L1 ED 297 289

Proceedings of the College Reading Association, Volume 6, Fall 1965.
140p. 2mf. L1 ED 297 288

Proceedings of the College Reading Association, Volume 5, Fall 1964.
78p. 1mf. L1 ED 297 287

Proceedings of the College Reading Association, Volume 4, Summer 1963.
98p. 2mf. L1 ED 297 286

Proceedings of the College Reading Association, Volume 3, Summer 1962.
74p. 1mf. L1 ED 297 285

Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.
137p. 2mf. L1 ED 297 760

Reading Rate

Proceedings of the College Reading Association, Volume 8, Fall 1967.
171p. 2mf. L1 ED 297 290

Reading Rate: The Measurement Dilemma Revisited.
9p. 1mf. L1 ED 297 309

Reading Readiness

Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.
94p. 1mf. L1 ED 297 889

Reading Research

American Reading Instruction.

528p. 6mf. L1 ED 297 273

Dyslexia and the College Student.

24p. 1mf. L1 ED 297 313

Facts and Fads in Beginning Reading: A Cross-Language Perspective.

224p. mf. L3 ED 297 299

Reading Skills

Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.

133p. 2mf. L1 ED 297 421

Grade 6 Achievement Test: English Language Arts. Part B: Reading (Multiple Choice).

23p. 1mf. L1 ED 297 353

Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.

31p. 1mf. L1 ED 297 512

Proceedings of the College Reading Association, Volume 5, Fall 1964.

78p. 1mf. L1 ED 297 287

Roles, Responsibilities, and Preparation of Developmental Reading-Study Skills Professionals: From the Editor.

4p. 1mf. L1 ED 297 310

Skills Information System Review: A Report of Findings and Recommendations.

59p. 1mf. L1 ED 297 902

Reading Speaking Relationship

Punctuation and the Prosody of Written Language. Technical Report No. 11.

36p. 1mf. L1 ED 297 319

Reading Strategies

Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.

39p. 1mf. L1 ED 297 263

Learning Styles and Native Americans.

22p. 1mf. L1 ED 297 906

Using Classification Lessons To Teach Hispanic Secondary Students Inference.

18p. 1mf. L1 ED 297 590

Whole Language and Whole Language Instruction: A Definition.

17p. 1mf. L1 ED 297 270

Reading Teachers

Proceedings of the College Reading Association, Volume 4, Summer 1963.

98p. 2mf. L1 ED 297 286

Reading Tests

Grade 6 Achievement Test: English Language Arts. Part B: Reading (Multiple Choice).

23p. 1mf. L1 ED 297 353

Proceedings of the College Reading Association, Volume 7, Fall

1966.
116p. 2mf. L1 ED 297 289
Proceedings of the College Reading Association, Volume 5, Fall 1964.
78p. 1mf. L1 ED 297 287
Proceedings of the College Reading Association, Volume 4, Summer 1963.
98p. 2mf. L1 ED 297 286
Rationale and Content for English-Language Arts. Survey of Academic Skills: Grade 12. Preliminary Edition.
49p. 1mf. L2 ED 297 349
Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 161
Reading Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
32p. 1mf. L1 ED 298 166
Reading Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
34p. 1mf. L1 ED 298 163
Reading Rate: The Measurement Dilemma Revisited.
9p. 1mf. L1 ED 297 309

Reading Writing Relationship
Accessing the Paragraph: A Strategy for Teaching Children To Read and To Write.
16p. 1mf. L1 ED 297 343
Forming. Thinking. Writing: The Composing Imagination.
248p. mf. L3 ED 297 368
Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
51p. 1mf. L1 ED 297 318
Writing To Read: The Shape of Interpretation.
13p. 1mf. L1 ED 297 268

Reagan Administration
Fundamentals of U.S. Foreign Policy. Public Information Series.
104p. 2mf. L1 ED 298 026

Realia
Be There!
48p. 1mf. L1 ED 297 582

Reauthorization Legislation
Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, One Hundredth Congress, First Session (September 11, 1987).
269p. 3mf. L1 ED 297 236
Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.
71p. 1mf. L1 ED 297 243

Older Americans Act Amendments of 1987. House of Representatives, One Hundredth Congress, First Session.
69p. 1mf. L1 ED 297 242

Recall (Psychology)
Recall of Central Facts from Text.
15p. 1mf. L1 ED 297 272

Writing to Study and Learn.
58p. 1mf. L1 ED 297 316

Recreation
Leisure and Recreation Behavior Checklist.
10p. 1mf. L1 ED 297 491

Leisure and Recreation Behavior Evaluation.
8p. 1mf. L1 ED 297 490

Recruitment
Search Procedures for Senior Library Administrators. SPEC Kit 143.
111p. 2mf. L2 ED 297 736

Reduction in Force
Workforce Reduction Committees. A Labor/Management Approach.
26p. 1mf. L2 ED 297 170

Reentry Students
Factors Which Influence Re-Entry Women in College Composition Classes.
13p. 1mf. L1 ED 297 326

Reference Librarians
Solving the Information Puzzle...An Andrews Library Handbook.
49p. 1mf. L1 ED 297 747

Reference Materials
Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.
37p. 1mf. L1 ED 297 912

Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.
28p. 1mf. L1 ED 297 911

Industry Standards in the Sterling C. Evans Library, Texas A&M University, and in VSMF, Microtext Department.
17p. 1mf. L1 ED 297 751

Literature of Allied Health. Second Edition.
53p. 1mf. L1 ED 297 774

Russian Literature: A Guide to Reference Sources.
27p. 1mf. L1 ED 297 596

Reference Services
Online Search Optimization.
71p. 1mf. L1 ED 297 777

Referents (Linguistics)
Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 8.
62p. 1mf. L1 ED 297 260

Referral
Developmental Pediatrician's Experience with Four-Year-Olds in

Schools: A Suggested Approach to Common Problems.
6p. 1mf. L1 ED 297 877

Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.
60p. 1mf. L1 ED 297 488

Guide for Referral and Case Coordination for Young Children in Hospital Settings.
199p. 3mf. L1 ED 297 487

Mental Health of the Rural Elderly Outreach Program: A Unique Health Care Delivery System.
23p. 1mf. L1 ED 297 218

Reflective Thinking

Logging the Interpretive Act: Dialogical Interaction in the Literature Classroom.
21p. 1mf. L1 ED 297 369

Reform Efforts

Toward Improving Rural Schools with Implications for the Teaching of Science.
24p. 1mf. L1 ED 297 926

Refugees

Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.
73p. 1mf. L1 ED 298 238

Washington State Adult Refugee Project. ESL Master Plan (Revised). Guidelines for Institutional Curricula for Refugees.
56p. 1mf. L1 ED 298 230

Regional Characteristics

Factors Influencing the Interstate Distribution of Human Capital.
16p. 1mf. L1 ED 297 915

Regional Cooperation

International Cooperation in Human Resource Development.
16p. 1mf. L1 ED 297 726

Regional Dialects

Chamorro Language Issues and Research on Guam. A Book of Readings.
214p. 3mf. L1 ED 297 587

History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.
52p. 1mf. L1 ED 297 583

Phonological Variability in Canadian English.
23p. 1mf. L1 ED 297 575

Regional Schools

Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.
8p. 1mf. L1 ED 297 437

Regression (Statistics)

Estimation of Missing Values by Predicted Scores.
20p. 1mf. L1 ED 298 146

Regular and Special Education Relationship

Positive Effects of Implementing Special Education Strategies in the General Classroom.
30p. 1mf. L1 ED 297 534

Rehabilitation
International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simposio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."
304p. 4mf. L2 ED 297 513

Relapse
Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.
13p. 1mf. L1 ED 297 225

Relevance (Education)
Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.
63p. 1mf. L1 ED 297 442

Reliability
Planning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (October 20, 1987).
152p. 2mf. L1 ED 297 239

Rhetorical and Communication Theory: An Area of Interface.
28p. 1mf. L1 ED 297 380

Religion
Last Stronghold of Traditional Zoroastrianism. Teaching Aids for the Study of Inner Asia, No. 7.
33p. 1mf. L2 ED 298 022

Religion in Our Textbooks.
11p. 1mf. L1 ED 298 021

Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.
67p. 1mf. L2 ED 298 058

Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.
37p. 1mf. L1 ED 298 019

Religious Education
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (13th, Chicago, Illinois, October 28-29, 1977).
114p. 2mf. L1 ED 298 042

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicago, Illinois, October 29-30, 1976).

159p. 2mf. L1 ED 298 041
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).
133p. 2mf. L1 ED 298 039
Teaching about Religion in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 072

Religious Factors

Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objections.
16p. 1mf. L1 ED 297 297
Death Anxiety and Religiosity among an Older Adult Population.
20p. 1mf. L1 ED 297 222

Religious Practices

Last Stronghold of Traditional Zoroastrianism. Teaching Aids for the Study of Inner Asia, No. 7.
33p. 1mf. L2 ED 298 022
Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.
37p. 1mf. L1 ED 298 019

Remedial Instruction

Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
20p. 1mf. L1 ED 297 803
Freshman Strategy Seminar. A Pilot Study.
16p. 1mf. L1 ED 297 796
Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783

Remedial Mathematics

Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
53p. 1mf. L1 ED 298 222
Freshman Strategy Seminar. A Pilot Study.
16p. 1mf. L1 ED 297 796
State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report 1987-88.
41p. 1mf. L1 ED 298 233

Remedial Programs

Brain Functioning and Reading Remediation: Progress in Research and Practice.
23p. 1mf. L1 ED 297 282
Commitment to Literacy: The Learning Center's Annual Report, 1986-87.
46p. 1mf. L1 ED 297 795
Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
41p. 1mf. L1 ED 298 221
High School Development Center: An Alternative School for Ninth and Tenth Grades. Evaluation Report, 1986-87.
57p. 1mf. L1 ED 298 227
High School Development Center: An Alternative School for Ninth and Tenth Grades. Executive Summary, 1986-87.
6p. 1mf. L1 ED 298 226

Impact of the Felton Decision; Chapter 1 Services in One Archdiocese.
31p. 1mf. L1 ED 297 264

Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861

Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783

Status Equalization Project.
35p. 1mf. L1 ED 298 237

Remedial Reading

Brain Functioning and Reading Remediation: Progress in Research and Practice.
23p. 1mf. L1 ED 297 282

Cognition and Comprehension: A Study of the Need for Incorporation of Bloom's Taxonomy of Educational Objectives in English as a Second Language Remedial Reading Programs.
181p. 2mf. L1 ED 297 595

Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
53p. 1mf. L1 ED 298 222

Correlation between Remedial Students and Learning Styles: Implications for Computer Assisted Instruction.
48p. 1mf. L1 ED 297 294

Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
20p. 1mf. L1 ED 297 803

Dyslexia and the College Student.
24p. 1mf. L1 ED 297 313

Freshman Strategy Seminar. A Pilot Study.
16p. 1mf. L1 ED 297 796

Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties.
31p. 1mf. L1 ED 297 512

Improving Oral Reading Skills of Educationally Handicapped Elementary School-Aged Students through Repeated Readings.
80p. 1mf. L1 ED 297 275

Proceedings of the College Reading Association, Volume 1, Spring 1961.
82p. 1mf. L1 ED 297 283

Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. Eric Digest Number 6, 1988.
3p. 1mf. L1 ED 297 303

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report 1987-88.
41p. 1mf. L1 ED 298 233

Repeated Readings
Improving Oral Reading Skills of Educationally Handicapped Elementary School-Aged Students through Repeated Readings.
80p. 1mf. L1 ED 297 275

Replicating Success Project
Analysis of Multiple Indicators To Evaluate School Improvement Projects.
38p. 1mf. L1 ED 298 147

Report Cards
Formative and Summative Approaches to Effectiveness Indicators.
29p. 1mf. L1 ED 298 178

Reporting Laws
Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.
15p. 1mf. L1 ED 297 249

Reprography
Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Requests for Proposals
Library Signage: Doing It Right.
27p. 1mf. L1 ED 297 755

Research
Observed Methods for Generating Analogies in Scientific Problem Solving. Revised.
40p. 1mf. L1 ED 297 992

Research and Development
Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.
15p. 1mf. L1 ED 297 715

Quandaries in the Trend toward Earlier Education: The Role of Research.
12p. 1mf. L1 ED 297 879

Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue.
36p. 1mf. L2 ED 297 193

Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1986-1987.
156p. 2mf. L1 ED 297 162

Research Design
Study of Educational Reform in the Southeast: Application of a Methodology to Map and Track Educational Reform.
14p. 1mf. L1 ED 297 454

Research Libraries
Library Development and Fund Raising Capabilities. SPEC Kit 146.
129p. 2mf. L2 ED 297 773

Search Procedures for Senior Library Administrators. SPEC Kit 143.
111p. 2mf. L2 ED 297 736

Research Methodology

Capturing Classroom Context: The Observation System as Lens for Assessment.
51p. 1mf. L1 ED 298 109

Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
27p. 1mf. L1 ED 297 184

Needs Assessment for Administrator Training--As If You Were Serious!
20p. 1mf. L1 ED 297 464

Quandaries in the Trend toward Earlier Education: The Role of Research.
12p. 1mf. L1 ED 297 879

Research and Related Issues: Cognitive Development of the Young Child.
9p. 1mf. L1 ED 297 876

Statistical Methodology Content Analysis of Selected Educational Research Journals.
16p. 1mf. L1 ED 298 138

Study of Educational Reform in the Southeast: Application of a Methodology to Map and Track Educational Reform.
14p. 1mf. L1 ED 297 454

Research Needs

Lipsen Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipsen Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
63p. 1mf. L1 ED 297 872

Practice of Institutional Research: Perception vs. Reality.
45p. 1mf. L1 ED 297 631

Research Opportunities

Research Applications of a Computerized Child Development Management Information Data Base.
8p. 1mf. L1 ED 297 864

Research Papers (Students)

How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Research Paper Guide for Merrimack High School. 2nd Edition.
42p. 1mf. L1 ED 297 356

Research Problems

Confirmatory Factor Analyses of Multitrait-Multimethod Data: Many Problems and a Few Solutions.
42p. 1mf. L1 ED 298 144

Research and Related Issues: Cognitive Development of the Young Child.
9p. 1mf. L1 ED 297 876

Utilization and Research Programming: Major Concerns of Educational Policy Oriented Research for the '80s.
20p. 1mf. L1 ED 297 623

Research Projects

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development, Update.
57p. 1mf. L1 ED 297 547

Reisebericht London: Interner Workshop: "Knowledge Based Systems in Information Science" (London Travel Report: Internal Workshop: "Knowledge Based Systems in Information Science").
25p. 1mf. L1 ED 297 734

Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1986-1987.
156p. 2mf. L1 ED 297 162

Research Reports

Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.
13p. 1mf. L1 ED 298 085

Summary of National Reform Recommendations. Program Report Prepared for the Chicago School Reform Design Project.
30p. 1mf. L1 ED 297 461

Research Skills

Essential Skills. Library/Research/Reference Activities.
54p. 1mf. L1 ED 297 750

Essential Skills. Library/Research/Reference.
21p. 1mf. L1 ED 297 749

Research Tools

Industry Standards in the Sterling C. Evans Library, Texas A&M University, and in VSMF, Microtext Department.
17p. 1mf. L1 ED 297 751

Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752

Research Trends

Behavioral and Social Science: Fifty Years of Discovery.
306p. 4mf. L2 ED 298 055

Research Universities

Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
141p. 2mf. L1 ED 297 607

Research Utilization

Compendium of Innovative Teacher Education Projects.
70p. 1mf. L1 ED 298 079

Mathematics Learning in the Secondary School. ERIC/SMEAC

Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935

Quandaries in the Trend toward Earlier Education: The Role of Research.
12p. 1mf. L1 ED 297 879

Utilization and Research Programming: Major Concerns of Educational Policy Oriented Research for the '80s.
20p. 1mf. L1 ED 297 623

What We Know about Phonics. Research in Brief.
3p. 1mf. L1 ED 297 298

Researchers
General Systems Theory and Instructional Design.
22p. 1mf. L1 ED 297 722

Residential Colleges
Back to the Future: A Study of Short-Term Adult Residential Education.
45p. 1mf. L1 ED 297 135

Residential Patterns
Moving Out and Marriage: What Do Young Adults Expect?
13p. 1mf. L2 ED 297 214

Where Artists Live: 1970. Research Division Report #5.
83p. 1mf. L1 ED 298 069

Residential Programs
Deinstitutionalization of Minors with Mental Retardation. Abstract X: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 558

Resource Allocation
Business Administrator and the Negotiated Order.
20p. 1mf. L1 ED 297 449

Comparison of Revenues and Expenditures and Michigan School Districts, Educational Background, Median Family Income, Racial Makeup and the Dropout Rate.
24p. 1mf. L1 ED 297 438

Educational Space Requirements and the Effective Use of Resources. Conclusions of a Seminar (Lysebu, Voksenkollen, Norway, May 20-23, 1986).
43p. 1mf. L2 ED 297 470

Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.
20p. 1mf. L1 ED 298 219

Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.
20p. 1mf. L1 ED 298 218

Resource Materials
Computer Education Curriculum. Student Goals and Activities, Grade 6, MSAD #5.
86p. 1mf. L1 ED 297 689

Our Town Integrated Studies: A Resource.
138p. 2mf. L1 ED 298 054

Quick Information Sheets. 1988.
94p. 1mf. L1 ED 297 497

Study of Resources and Overture. Final Report.
21p. 1mf. L1 ED 297 940

Resource Units

Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
103p. 2mf. L1 ED 297 970

Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
104p. 2mf. L1 ED 297 973

Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
101p. 2mf. L1 ED 297 971

Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
116p. 2mf. L1 ED 297 972

Resources in Education

Resources in Education (RIE). Volume 24, Number 1.
p. mf. L2 ED 297 085

Response to Literature

Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.
22p. 1mf. L1 ED 297 332

Responses

Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
44p. 1mf. L1 ED 297 723

Retention (Psychology)

Recall of Central Facts from Text.
15p. 1mf. L1 ED 297 272

Retraining

Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

Retrenchment

More with Four: A Look at the Four Day Week in Oregon's Small Schools.
21p. 1mf. L1 ED 297 919

Rhetoric of Retrenchment: Theses and Values as Dimensions in an Interpretive Approach to Organizational Conflict.
48p. 1mf. L1 ED 297 379

Reverse Transfer Students

New Start Program: Third-Year Report.

23p. 1mf. L1 ED 297 831

Revolutionary War (United States)

Von Steuben and the German Contribution to the American Revolution: A Selective Bibliography.
45p. 1mf. L1 ED 298 018

Rhetoric

Forming, Thinking, Writing: The Composing Imagination.
248p. mf. L3 ED 297 368

Hugh Blair and the Female Pen.
20p. 1mf. L1 ED 297 331

Rhetoric of Essay Test Prompts.
23p. 1mf. L1 ED 297 363

Rhetorical and Communication Theory: An Area of Interface.
28p. 1mf. L1 ED 297 380

Rhetorical Criticism

Gandhi's Nonviolent Rhetorical Perspective: A Unique Strategy for Peace Communication.
22p. 1mf. L1 ED 297 389

Hugh Blair and the Female Pen.
20p. 1mf. L1 ED 297 331

Life-Embeddedness of Argumentation: A Prelude to Treating Arguments as Exhortations.
37p. 1mf. L1 ED 297 392

Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.
27p. 1mf. L1 ED 297 388

Oliver North's Testimony before the U.S. Congress' Select Committee on Secret Military Assistance to Iran and Nicaraguan Opposition: A Fantasy Theme Analysis.
25p. 1mf. L1 ED 297 395

Political Myth and Social Action: John C. Calhoun's Defense of Nullification.
33p. 1mf. L1 ED 297 409

Rhetorical Theory

Life-Embeddedness of Argumentation: A Prelude to Treating Arguments as Exhortations.
37p. 1mf. L1 ED 297 392

Rhetorical and Communication Theory: An Area of Interface.
28p. 1mf. L1 ED 297 380

Robustness

Number of Iterations in Monte Carlo Studies of Robustness.
11p. 1mf. L1 ED 298 155

Role of Education

Higher Education and Technology--The Challenge We Face in the 1980s.

14p. 1mf. L1 ED 297 699

Role Perception
Older Male Primary Caregivers and the Homemaker Role.
17p. 1mf. L1 ED 297 200

Professionals and Self-Help: Where Do Professionals Fit In?
12p. 1mf. L1 ED 297 228

Role Playing
Role Play: More than Make-Believe.
138p. 2mf. L1 ED 297 786

Rosenberg Self Esteem Scale
RSE-40: An Alternate Scoring System for the Rosenberg Self-Esteem Scale (RSE).
17p. 1mf. L1 ED 298 154

Royalties
Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Rural Areas
Arthur Smith, Local Baptist Pastor.
60p. 1mf. L1 ED 298 006

East Texas Storytellers.
44p. 1mf. L1 ED 298 003

It's Coming: Electricity For You.
43p. 1mf. L1 ED 298 004

Rural Communication and Collective Coorientation: The Case of Acid Rain.
45p. 1mf. L1 ED 297 387

Sheriff Corbett Akins.
80p. 1mf. L1 ED 298 010

Teaching in Yukon.
25p. 1mf. L1 ED 297 918

Rural Economics
Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
14p. 1mf. L1 ED 297 895

Rural Education
Redesigning Rural Education: Ideas for Action.
23p. 1mf. L1 ED 297 897

Toward Improving Rural Schools with Implications for the Teaching of Science.
24p. 1mf. L1 ED 297 926

Rural Electrification
It's Coming: Electricity For You.
43p. 1mf. L1 ED 298 004

Rural Extension
Rural Community Service Coordinator Program Interim Evaluation.
22p. 1mf. L1 ED 297 905

Rural Population
Employment Programs for Rural Women.
40p. 1mf. L1 ED 297 900

Mental Health of the Rural Elderly Outreach Program: A Unique Health Care Delivery System.
23p. 1mf. L1 ED 297 218

Monroe Brannon: Gary's Master Story Teller.

60p. 1mf. L1 ED 298 009

Sheriff Corbett Akins.

80p. 1mf. L1 ED 298 010

Rural Schools

Addressing the "At-Risk" Challenge in the Nonurban Setting.

14p. 1mf. L1 ED 297 910

City Schools, Rural Schools. MacArthur/Spencer Series Number 6.

14p. 1mf. L1 ED 297 477

More with Four: A Look at the Four Day Week in Oregon's Small Schools.

21p. 1mf. L1 ED 297 919

Orientation to Teaching in Two Rural Schools.

24p. 1mf. L1 ED 297 898

Small Rural Schools of Prince Edward Island.

40p. 1mf. L1 ED 297 922

Teaching in Yukon.

25p. 1mf. L1 ED 297 918

Toward Improving Rural Schools with Implications for the Teaching of Science.

24p. 1mf. L1 ED 297 926

Rural Urban Differences

Public Perceptions of Agriculture: The Role of Government, Support for the Family Farm and Support of Domestic Food Programs.

31p. 1mf. L1 ED 297 916

Rural Women

Employment Programs for Rural Women.

40p. 1mf. L1 ED 297 900

Russian

Russian Literature: A Guide to Reference Sources.

27p. 1mf. L1 ED 297 596

Russian Literature

Russian Literature: A Guide to Reference Sources.

27p. 1mf. L1 ED 297 596

Safety

Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!

120p. mf. L3 ED 298 124

Nontoxic Home. Protecting Yourself and Your Family from Everyday Toxics and Health Hazards.

223p. mf. L3 ED 297 947

Nuclear Powerplant Safety: Design and Planning.

19p. 1mf. L1 ED 297 955

Nuclear Powerplant Safety: Operations.

20p. 1mf. L1 ED 297 951

Safety Education

Nuclear Powerplant Safety: Operations.

20p. 1mf. L1 ED 297 951

Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.

32p. 1mf. L1 ED 297 923
Washington State Traffic Safety Education Curriculum Guide. A Master Guide for Implementing a Performance-Based Curriculum.
338p. 4mf. L1 ED 297 144

Salaries
Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report 88-9.
51p. 1mf. L1 ED 297 657
Wages and Salaries Paid Support Personnel in Public Schools, 1987-88. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
73p. mf. L3 ED 297 424

Salary Wage Differentials
Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
205p. 3mf. L1 ED 297 154
Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
62p. 1mf. L1 ED 297 440

Satellites (Aerospace)
Nuclear Power in Space.
33p. 1mf. L1 ED 297 953

Satire
Doonesbury and the Limits of Satire.
31p. 1mf. L1 ED 297 377

Schema Theory
Cognition and Comprehension: A Study of the Need for Incorporation of Bloom's Taxonomy of Educational Objectives in English as a Second Language Remedial Reading Programs.
181p. 2mf. L1 ED 297 595

Schemata (Cognition)
Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Scholarship
Absorbing Errand.
16p. 1mf. L1 ED 297 620
American Reading Instruction.
528p. 6mf. L1 ED 297 273

School Activities
At-Risk Students: Approaches to Identification and Intervention.
22p. 1mf. L1 ED 297 230

School Administration
Comparing Actual and Desired Tasks in the School Principalship.
15p. 1mf. L1 ED 297 448
Management of Chronic Infectious Diseases in School Children.
29p. 1mf. L1 ED 297 493

Some Popular Assertions about School Administration: Are They Myths or Realities? ERS Concerns in Education.
32p. mf. L3 ED 297 473

School Age Day Care

Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
21p. 1mf. L1 ED 297 860

School Attitudes

Missing Majority, Part II: The Community College in American Fiction.
10p. 1mf. L1 ED 297 335

Small Rural Schools of Prince Edward Island.
40p. 1mf. L1 ED 297 922

School Based Management

Growing into Schools of the Future: A Description of the Requisite Conditions and a Process for the Development of Self-Organizing Schools.
9p. 1mf. L1 ED 297 435

Strategic Planning for Educational Reform and Improvement.
56p. 1mf. L1 ED 297 462

Talking with Educators. The Results of a Series of Conferences Designed To Give Voice to the Views of Outstanding North Carolina Educators.
34p. 1mf. L2 ED 297 466

School Buses

Comparison of State Methods of Purchasing School Bus Bodies. Monographs in Education No. 6.
62p. 1mf. L1 ED 297 460

School Business Officials

Business Administrator and the Negotiated Order.
20p. 1mf. L1 ED 297 449

Chief School Business Officer Certification in California: An Idea Whose Time Has Come?
25p. 1mf. L1 ED 297 445

School Business Relationship

Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229

Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165

New Computing in Higher Education.
16p. 1mf. L1 ED 297 700

Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166

Partnership Initiatives Involving Vocational Technical Education in Minnesota.
48p. 1mf. L1 ED 297 175

Partnership Program Evaluation Study, Calgary Board of Education.
174p. 2mf. L1 ED 297 141

Private Sector Initiatives in Educational Reform. Proceedings of a Conference Sponsored by the National Advisory Council on Educational Research and Improvement (2nd, Washington, D.C., April 2, 1987).
89p. 1mf. L1 ED 297 420

School Choice

Content, Character and Choice in Schooling: Public Policy and Research Implications. Proceedings of a Symposium (Washington, D.C., April 24, 1986).
123p. 2mf. L1 ED 298 020

Funding the Individual? An Essay on the Future of Chapter 1.
18p. 1mf. L1 ED 298 207

School Closing

Small Rural Schools of Prince Edward Island.
40p. 1mf. L1 ED 297 922

School Community Relationship

Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
38p. 1mf. L1 ED 298 216

Building Coalitions for Support of Schools.
37p. 1mf. L1 ED 297 482

Economic Impact of Georgian Court College on the Local Economy.
39p. 1mf. L1 ED 297 633

Macomb Community College Community Relations Plan, 1988.
103p. 2mf. L1 ED 297 808

Partnership Initiatives Involving Vocational Technical Education in Minnesota.
48p. 1mf. L1 ED 297 175

Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue.
36p. 1mf. L2 ED 297 193

School Counseling

Counseling: A Facet of Excellence.
22p. 1mf. L1 ED 297 209

School Demography

Greek Life on Campus. How Will a Changing Society Affect It?
4p. 1mf. L1 ED 297 617

Public Elementary and Secondary Enrollments: Outlook to the Year 2000. OERI Bulletin.

8p. 1mf. L1 ED 297 478
Public School Graduates, 1981-1985. OERI Historical Report.
23p. 1mf. L1 ED 297 479

School Desegregation

Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194
Evaluation Program for Integrated Elementary Schools and Programs. Multicultural Education Resource Series.
20p. 1mf. L1 ED 298 217

School District Size

City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
14p. 1mf. L1 ED 297 477
School Staffing Ratios, 1987-88. ERS Report.
63p. mf. L3 ED 297 425

School District Spending

Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.
20p. 1mf. L1 ED 298 219
Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.
20p. 1mf. L1 ED 298 218
Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
23p. 1mf. L1 ED 298 220

School Districts

Basic Skills-Multi Disciplinary. Proved Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
50p. 1mf. L1 ED 297 892
Early Childhood/Parent Involvement. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
66p. 1mf. L1 ED 297 891
Evaluating a Three-Ring Circus--or, Understanding Complex Change in Complex Circumstances.
26p. 1mf. L1 ED 298 137
Guidelines for Handling Crisis Situations in the Schools.
28p. 1mf. L1 ED 297 233
Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.
8p. 1mf. L1 ED 297 437

School Effectiveness

Analysis of Multiple Indicators To Evaluate School Improvement Projects.

38p. 1mf. L1 ED 298 147
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818
Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.
81p. 1mf. L1 ED 297 541
Employer Survey Results for the PVCC Graduating Class of 1985-1986. Research Report Number 6-88.
46p. 1mf. L1 ED 297 805
Evaluation and Assessment Processes in Nebraska Public Schools. A Staff Report. Education Interim Study LR 181.
162p. 2mf. L1 ED 298 136
Excellence in Our Schools: Differences That Count.
10p. 1mf. L1 ED 297 698
Formative and Summative Approaches to Effectiveness Indicators.
29p. 1mf. L1 ED 298 178
Growing into Schools of the Future: A Description of the Requisite Conditions and a Process for the Development of Self-Organizing Schools.
9p. 1mf. L1 ED 297 435
Implementing Change in Secondary Schools Using Effective Schools Research.
134p. 2mf. L2 ED 297 459
Institutional Effectiveness in the Community College: "Assessing Institutional Effectiveness through the Accreditation Process."
19p. 1mf. L1 ED 297 825
Low Achieving Schools Assessment. Year Two Bronson Settlement.
79p. 1mf. L1 ED 298 183
Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.
63p. 1mf. L1 ED 297 442
Principal: Gatekeeper of Change.
38p. 1mf. L1 ED 297 472
Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft.
294p. 4mf. L1 ED 297 899
Summary of National Reform Recommendations. Program Report Prepared for the Chicago School Reform Design Project.
30p. 1mf. L1 ED 297 461
Toward Improving Rural Schools with Implications for the Teaching of Science.
24p. 1mf. L1 ED 297 926

School Entrance Age
Two Years of Kindergarten: Ethical and Curricular Considerations.
18p. 1mf. L1 ED 297 884
Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement.

18p. 1mf. L1 ED 297 856

School Funds

Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
194p. 3mf. L1 ED 297 924

Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
274p. 3mf. L1 ED 297 925

Public Elementary and Secondary School Revenues and Current Expenditures for Fiscal Year 1987 (School Year 1986-87): Preliminary Tabulations. E.D. TABS.
14p. 1mf. L1 ED 297 484

School Holding Power

Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.
133p. 2mf. L1 ED 297 421

Urban Community College Attempts To Assure Student Achievement: Creative Minority Initiatives.
21p. 1mf. L1 ED 297 792

School Libraries

Developing African Secondary School Libraries. A Manual.
87p. 1mf. L1 ED 297 781

Facts about Maryland's School Library Media Programs, 1986-87.
543p. 6mf. L1 ED 297 738

Minimum Library Use Skills Survey.
10p. 1mf. L1 ED 297 758

School Organization

Effective Schools and the Problems of the Poor.
25p. 1mf. L1 ED 298 212

New Upper Secondary School Education in Japan. NIER Occasional Paper 02/86.
17p. 1mf. L1 ED 297 430

Strategic Planning for Educational Reform and Improvement.
56p. 1mf. L1 ED 297 462

School Personnel

California's Career Guidance Technicians: A Profile.
26p. 1mf. L1 ED 297 220

School Staffing Ratios, 1987-88. ERS Report.
63p. mf. L3 ED 297 425

Wages and Salaries Paid Support Personnel in Public Schools, 1987-88. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

73p. mf. L3 ED 297 424

School Policy

Guidelines for Handling Crisis Situations in the Schools.
28p. 1mf. L1 ED 297 233

Management of Chronic Infectious Diseases in School Children.
29p. 1mf. L1 ED 297 493

Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue,
36p. 1mf. L2 ED 297 193

School Readiness

Research Report on Essential Factors Germane to a Child's Readiness for First Grade.
16p. 1mf. L1 ED 297 846

School Role

Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
56p. 1mf. L1 ED 297 474

Dropout Dilemma: Searching for Formulas That Work.
12p. 1mf. L1 ED 297 110

Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165

Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
21p. 1mf. L1 ED 297 860

Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
5p. 1mf. L1 ED 297 095

Youth Suicide Prevention in Vermont. The Lieutenant Governor's Task Force.
39p. 1mf. L1 ED 297 244

School Schedules

Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115

More with Four: A Look at the Four Day Week in Oregon's Small Schools.
21p. 1mf. L1 ED 297 919

Time for a Change? Conclusions of a Seminar on the Organisation of School Time and Its Implications for Buildings (Ouranoupoli, Greece, October 11-16, 1987).
38p. 1mf. L2 ED 297 471

School Size

City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
14p. 1mf. L1 ED 297 477

School Statistics

Comparison of Revenues and Expenditures and Michigan School Districts, Educational Background, Median Family Income, Racial Makeup and the Dropout Rate.
24p. 1mf. L1 ED 297 438

Historical Trends: State Education Facts, 1975-1985.
70p. 1mf. L1 ED 297 483

Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.
8p. 1mf. L1 ED 297 437

(Continued)

School Statistics *(Continued)*
Public Elementary and Secondary Enrollments: Outlook to the Year 2000. OERI Bulletin.
8p. 1mf. L1 ED 297 478
Public Elementary and Secondary School Revenues and Current Expenditures for Fiscal Year 1987 (School Year 1986-87): Preliminary Tabulations. E.D. TABS.
14p. 1mf. L1 ED 297 484
Public School Graduates, 1981-1985. OERI Historical Report.
23p. 1mf. L1 ED 297 479
School Enrollment--Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics.
125p. 2mf. L1 ED 298 240

School Supervision
Analytical Description of the School Principal's Job. Report No. 13
135p. 2mf. L1 ED 297 418
Risky Business: Changing a Secondary School.
432p. 5mf. L1 ED 297 469

School Support
Building Coalitions for Support of Schools.
37p. 1mf. L1 ED 297 482

Schools of Education
State Board of Education Initiatives: Professional Education in the 1980s.
45p. 1mf. L1 ED 298 119

Science Activities
Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
103p. 2mf. L1 ED 297 970
Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
104p. 2mf. L1 ED 297 973
Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
101p. 2mf. L1 ED 297 971
Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.

116p. 2mf. L1 ED 297 972
Biological Diversity. Global Issues Education Packet.
18p. 1mf. L2 ED 297 983
Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.
105p. 2mf. L2 ED 297 984
Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.
109p. 2mf. L1 ED 297 968
Marine and Coastal Resources. Global Issues Education Packet.
24p. 1mf. L2 ED 297 982
Science for the Future: Book 1.
227p. 3mf. L1 ED 297 969

Science and Society
Consider the Connections. Global Issues Education Packet.
37p. 1mf. L2 ED 297 981
Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.
92p. 1mf. L2 ED 297 949
Moral Education: The Missing Link to Science, Technology and Society Programs.
20p. 1mf. L1 ED 297 964
Population. Global Issues Education Packet.
11p. 1mf. L2 ED 297 980
Science/Technology/Society in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 073
Tropical Forests. Global Issues Education Packet.
16p. 1mf. L2 ED 297 979

Science Curriculum
Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
19p. 1mf. L1 ED 297 718
Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956

Science Education
Pilot Study on Needs in the Sciences in Community Colleges.
33p. 1mf. L1 ED 297 801
Toward Improving Rural Schools with Implications for the Teaching of Science.
24p. 1mf. L1 ED 297 926

Science Education Research
Effect of Mode of CAI and Individual Learning Differences on the Understanding of Concept Relationships.
46p. 1mf. L1 ED 297 998
Is the Final Grade in College Biology a True Measure of Student Knowledge?
13p. 1mf. L1 ED 297 936

Science Experiments
Science for the Future: Book 1.
227p. 3mf. L1 ED 297 969

Science Fairs
Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.
109p. 2mf. L1 ED 297 968

Science Instruction
Effect of Persuasion on Nuclear Attitudes of Secondary School Students.
22p. 1mf. L1 ED 297 932

Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
39p. 1mf. L2 ED 297 709

Hands on Science.
7p. 1mf. L1 ED 297 917

Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956

Is the Final Grade in College Biology a True Measure of Student Knowledge?
13p. 1mf. L1 ED 297 936

Moral Education: The Missing Link to Science, Technology and Society Progress.
20p. 1mf. L1 ED 297 964

Occupationally Related Science. Draft Curriculum 1986-87.
114p. 2mf. L1 ED 297 975

Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
118p. 2mf. L1 ED 298 141

Science Laboratories
Is the Final Grade in College Biology a True Measure of Student Knowledge?
13p. 1mf. L1 ED 297 936

Science Progress
Elementary School Science Education Program Evaluation Guide SY88-89 Edition One.
74p. 1mf. L1 ED 297 939

Science Skills
Toward Improving Rural Schools with Implications for the Teaching of Science.
24p. 1mf. L1 ED 297 926

Science Tests
Grade 12 Diploma Examination: Biology 30, June 1988 = Examen en vue du Diplome Douzieme Annee: Biologie 30, Juin 1988.
75p. 1mf. L1 ED 297 958

Grade 12 Diploma Examination: Chemistry 30, June 1988 = Examen en vue du Diplome Douzieme Annee: Chimie 30, Juin 1988.

53p. 1mf. L1 ED 297 959
Grade 12 Diploma Examination: Physics 30. June 1988 = Examen en vue du Diplome Douziesme Annee: Physique 30. Juin 1988.
59p. 1mf. L1 ED 297 960
Nuclear Energy Assessment Battery. Form C.
12p. 1mf. L1 ED 297 931

Sciences
Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene Series.
168p. mf. L3 ED 297 991

Scientific Concepts
Investigation of Fifth and Eighth Grade Korean Students' Misconceptions of Photosynthesis.
294p. 4mf. L1 ED 297 987

Scoliosis
Report to the Legislature on Scoliosis Screening Cost/Benefit Analysis.
11p. 1mf. L1 ED 298 113

Scores
Challenge of Excellence in Education through Technology.
16p. 1mf. L1 ED 297 695
Estimation of Missing Values by Predicted Scores.
20p. 1mf. L1 ED 298 146
Guidelines on the Uses of College Board Test Scores and Related Data.
17p. 1mf. L1 ED 297 618
Improving Teacher Certification Examination Scores of Minority Candidates: Results of an Intervention Program.
17p. 1mf. L1 ED 298 176
Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.
43p. 1mf. L1 ED 298 145
Reporting Perspective.
108p. 2mf. L1 ED 298 172
Test-Taking Time, Performance, and the Type A Behavior Pattern.
11p. 1mf. L1 ED 297 223

Scoring
Improving Essay Tests. IDEA Paper No. 17.
5p. 1mf. L1 ED 298 151
Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Scoring Formulas
Prediction of Item Performance by Expert Judges: A Methodology for Examining the Impact of Correction-for-Guessing Instructions on Test Taking Behavior.
14p. 1mf. L1 ED 298 171
RSE-40: An Alternate Scoring System for the Rosenberg Self-Esteem

Scale (RSE).
17p. 1mf. L1 ED 298 154

Screening Tests
Analysis of Vision Screening in School Age Children.
15p. 1mf. L1 ED 298 091

Creating Profiles of High Risk Students.
14p. 1mf. L1 ED 298 181

Developmental Inventory of Sources of Stress.
39p. 1mf. L1 ED 298 182

Early Childhood Identification of Handicapped or "At Risk" Children. Abstract VI: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 554

Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494

Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.
40p. 1mf. L1 ED 297 436

Report to the Legislature on Scoliosis Screening Cost/Benefit Analysis.
11p. 1mf. L1 ED 298 113

Research Report on Essential Factors Germane to a Child's Readiness for First Grade.
16p. 1mf. L1 ED 297 846

Two Years of Kindergarten: Ethical and Curricular Considerations.
18p. 1mf. L1 ED 297 884

Search Committees (Personnel)
Search Procedures for Senior Library Administrators. SPEC Kit 143.
111p. 2mf. L2 ED 297 736

Search Strategies
How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739

Online Search Optimization.
71p. 1mf. L1 ED 297 777

Second International Mathematics Study
Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930

Second La
Case Study of Biliteracy Reading Acquisition in Two Non-Public Schools.
275p. 3mf. L2 ED 297 267

Second Language Instruction
Community: Prerequisite for Communication in Language Classes.
12p. 1mf. L1 ED 297 598

From Writing to Composing: An Introductory Composition Course for Students of English.
178p. mf. L3 ED 297 361

Let Your Students Talk and Teach.
34p. 1mf. L1 ED 297 581

Washington State Adult Refugee Project. ESL Master Plan (Revised). Guidelines for Institutional Curricula for Refugees.
56p. 1mf. L1 ED 298 230

Second Language Learning
Examination of the Monitor Theory.
20p. 1mf. L1 ED 297 592

Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
28p. 1mf. L1 ED 297 573

Secondary Educa
Risky Business: Changing a Secondary School.
432p. 5mf. L1 ED 297 469

Secondary Education
Chemawa Indian School: A Strong Spirit of Growth.
21p. 1mf. L1 ED 297 894

Magnet School Program: 1987-1988. End-of-Year Report. OEA Evaluation Report.
24p. 1mf. L1 ED 298 215

New Upper Secondary School Education in Japan. NIER Occasional Paper 02/86.
17p. 1mf. L1 ED 297 430

Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific. Research Proposal. Report of a Regional Workshop (1st, Tokyo, Japan, June 17-July 10, 1986).
80p. 1mf. L1 ED 297 427

Teaching in the Secondary Schools: A Guide for Pre-Service Teachers.
116p. 2mf. L1 ED 298 098

Secondary School
Dynamics of Secondary Vocational Classrooms.
519p. 6mf. L1 ED 297 090

Secondary School Curriculum
Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115

Dynamics of Secondary Vocational Classrooms machine-readable data file .
29p. 1mf. L3 ED 297 138

Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
72p. 1mf. L1 ED 297 656

Language Arts Curriculum Guide.
89p. 1mf. L1 ED 297 355

Secondary School Mathematics
((Teaching of Mathematics to Mildly Handicapped Students)).
6p. 1mf. L1 ED 297 521

How To Convert Units of Length from the Customary System to the Metric System and Back.
16p. 1mf. L1 ED 297 957

Images of Science: Factors Affecting the Choice of Science as a Career.

96p. 1mf. L1 ED 297 961

Impact of Mothers' Math Experiences on Their Daughters' Attitudes toward Math.

9p. 1mf. L1 ED 297 967

Information Technology and Mathematics: Opening New Representational Windows.

28p. 1mf. L1 ED 297 950

Integrated Mathematics Course I. Term 1. Pilot Edition.

265p. 3mf. L1 ED 297 994

Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.

3p. 1mf. L1 ED 297 935

Perspectives on Research on Effective Mathematics Teaching. Volume 1.

261p. mf. L3 ED 297 933

Sequential Mathematics (Formerly Integrated Mathematics) Course I. Term 2. Pilot Edition.

252p. 3mf. L1 ED 297 995

Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Pilot Edition.

259p. 3mf. L1 ED 297 997

Sequential Mathematics Course II. Part 1. Pilot Edition.

279p. 3mf. L1 ED 297 996

Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.

138p. mf. L3 ED 297 948

Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.

144p. 2mf. L2 ED 297 930

Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.

361p. 4mf. L1 ED 297 965

Secondary School Science

Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.

104p. 2mf. L1 ED 297 973

Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.

116p. 2mf. L1 ED 297 972

Consider the Connections. Global Issues Education Packet.

37p. 1mf. L2 ED 297 981

Developing and Validating Science Education Videodiscs.
39p. 1mf. L1 ED 297 943

Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.
92p. 1mf. L2 ED 297 949

Effect of Persuasion on Nuclear Attitudes of Secondary School Students.
22p. 1mf. L1 ED 297 932

Grade 12 Diploma Examination: Biology 30, June 1988 = Examen en vue du Diplome Douziemе Annee: Biologie 30, Juin 1988.
75p. 1mf. L1 ED 297 958

Grade 12 Diploma Examination: Chemistry 30, June 1988 = Examen en vue du Diplome Douziemе Annee: Chimie 30, Juin 1988.
53p. 1mf. L1 ED 297 959

Grade 12 Diploma Examination: Physics 30, June 1988 = Examen en vue du Diplome Douziemе Annee: Physique 30, Juin 1988.
59p. 1mf. L1 ED 297 960

Images of Science: Factors Affecting the Choice of Science as a Career.
96p. 1mf. L1 ED 297 961

Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956

Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Moral Education: The Missing Link to Science, Technology and Society Programs.
20p. 1mf. L1 ED 297 964

National Audubon Society Specials. Teacher's Guide I.
38p. 1mf. L2 ED 297 944

Nuclear Energy Assessment Battery. Form C.
12p. 1mf. L1 ED 297 931

Occupationally Related Science. Draft Curriculum 1986-87.
114p. 2mf. L1 ED 297 975

Physics Problem Solving: Student Performance Analysis on Mechanics Problems Requiring Diagrammatic Visualisation.
209p. 3mf. L1 ED 297 974

Population. Global Issues Education Packet.
11p. 1mf. L2 ED 297 980

Teacher's Guide to Advanced Placement Courses in Biology.
96p. mf. L3 ED 297 929

Tropical Forests. Global Issues Education Packet.
16p. 1mf. L2 ED 297 979

Secondary School Students

Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086

Characteristics of Successful Indian Students: Research and

Development Program for Indian Education.
15p. 1mf. L1 ED 297 909

Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
33p. 1mf. L1 ED 298 139

Secular Humanism

Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objections.
16p. 1mf. L1 ED 297 297

Self Actualization

Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge and Earn the Presidential Fitness Award.
45p. 1mf. L1 ED 298 125

Self Care Skills

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Briefing by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging, House of Representatives, One Hundredth Congress, First Session (September 25, 1987).
140p. 2mf. L1 ED 297 241

Self Concept

Comparison of Male and Female Addicts and Non-Addicts on the Tennessee Self Concept Scale.
25p. 1mf. L1 ED 297 197

Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.
103p. 2mf. L1 ED 297 887

Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Comparison.
16p. 1mf. L1 ED 297 216

Relationships of the Dimensions of Intercultural Communication Competence.
41p. 1mf. L1 ED 297 381

Self Concept Measures

Multidimensional Self-Concepts and Perceptions of Control: Construct Validation of Responses by Children.
36p. 1mf. L1 ED 298 179

Self-Esteem: A Model.
10p. 1mf. L1 ED 297 204

Self Disclosure (Individuals)

Discovery of the Self through the Writing Process: Autobiography as a Heuristic of Identity.
16p. 1mf. L1 ED 297 362

Self Esteem

Building Self-Esteem: Implementation Project Summary.
6p. 1mf. L1 ED 297 215

In the Eye of the Beholder: Self-Esteem and Children's vs. Parents' Assessments of Parental Nurturance and Discipline.

14p. 1mf. L1 ED 297 250

Masculinity and Femininity: A Bipolar Construct and Independent Constructs.

39p. 1mf. L1 ED 298 143

RSE-40: An Alternate Scoring System for the Rosenberg Self-Esteem Scale (RSE).

17p. 1mf. L1 ED 298 154

Self-Esteem: A Model.

10p. 1mf. L1 ED 297 204

Student Apathy: The Protection of Self-Worth. What Research Says to the Teacher.

36p. 1mf. L2 ED 297 198

Self Evaluation (Groups)

Collection of Papers on Self-Study and Institutional Improvement.

252p. 3mf. L1 ED 297 634

COPA Self-Study Advisory Panel. Findings and Recommendations Submitted to the Board of Directors, The Council on Postsecondary Accreditation.

51p. 1mf. L2 ED 297 683

Developing a Needs Assessment Plan in Continuing Professional Education.

86p. 1mf. L1 ED 297 092

Self Evaluation (Individuals)

Development of a College Academic Self-Efficacy Scale.

8p. 1mf. L1 ED 298 158

Enhancing the Program Evaluation Process in Minnesota's Technical Institutes: Four Recommendations.

34p. 1mf. L1 ED 297 174

Finding a New Job with Skills You Already Have. A Do-It-Yourself Guide to Analyzing Your Skills and Using Them To Find a New Job or Start a New Career.

53p. 1mf. L2 ED 297 119

Health Status, Personal Definition of Health, and Health Behavior Choice in the Elderly.

58p. 1mf. L1 ED 297 212

Self-Assessment in Students with Learning Handicaps.

10p. 1mf. L1 ED 297 532

Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 553

Self Help Programs

Professionals and Self-Help: Where Do Professionals Fit In?

12p. 1mf. L1 ED 297 228

Sense Making Approach

Introduction of New Technology from the User's Perspective: A Message-Q/ing Study.

26p. 1mf. L1 ED 297 716

Sensory Training

Learning to Look: A Handbook for Parents of Low Vision Infants and

Young Children.
31p. 1mf. L2 ED 297 514

Sentence Structure
Investigation of the Patterns of Learning English Interrogative Structures by EFL Learners in China.
193p. 3mf. L1 ED 297 572

Separation Anxiety
Separation: An Opportunity for Growth.
14p. 1mf. L1 ED 297 867

Services
TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a Transborder Data Flow Perspective.
24p. 1mf. L2 ED 297 761

Seventeenth Century Literature
Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324

Severe Disabilities
Annotated Bibliography on Community Integration for People with Severe Disabilities.
159p. 2mf. L1 ED 297 535
Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.
81p. 1mf. L1 ED 297 541
Families for All Children.
13p. 1mf. L1 ED 297 536
Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).
169p. 2mf. L2 ED 297 540
Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.
29p. 1mf. L1 ED 297 502
Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531
Special Needs Music Community: Color and the Computer.
16p. 1mf. L1 ED 298 032

Severe Mental Retardation
Deinstitutionalization of Minors with Mental Retardation. Abstract X: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 558
Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 553

Sex Bias
Barriers and Biases toward Women: Impediments to Administrative Progression.

13p. 1mf. L1 ED 297 669
Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.
37p. 1mf. L1 ED 298 135
Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.
20p. 1mf. L1 ED 297 862

Sex Differences
Cultural Influences on Mathematics Performance and Their Role in Research on Equity in Mathematics Education.
17p. 1mf. L1 ED 297 938
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888
Feminist Approaches to Science. The Athene Series.
212p. mf. L3 ED 297 990
How Women vs. Men Manage Discourse: Turn-Taking in German.
21p. 1mf. L1 ED 297 576
Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.
18p. 1mf. L1 ED 297 724
Masculinity and Femininity: A Bipolar Construct and Independent Constructs.
39p. 1mf. L1 ED 298 143
Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.
31p. 1mf. L1 ED 297 725
Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.
151p. 2mf. L1 ED 297 945
Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.
20p. 1mf. L1 ED 297 862
Test-Taking Time, Performance, and the Type A Behavior Pattern.
11p. 1mf. L1 ED 297 223
Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.
42p. 1mf. L1 ED 297 226
Working with Gay and Lesbian Students.
5p. 1mf. L1 ED 297 622

Sex Discrimination
Discrimination Litigation in Academe: Effects on Institutions and Individuals.
19p. 1mf. L1 ED 297 619

Sex Fairness
Equity for Targeted Populations in Vocational Technical Education.
57p. 1mf. L1 ED 297 173
Finding Our Way from Here to There: A Parent's Guide to Sex-Fair

Vocational Career Planning.
53p. 1mf. L1 ED 297 125
Gender Equality, Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097

Sex Role
Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
50p. 1mf. L1 ED 298 060
Gender Trait Stereotypes: A Comparison of 1978 and 1986.
21p. 1mf. L1 ED 297 217

Sex Stereotypes
Attracting and Retaining Women Students for Science and Engineering. A Report from the Committee on the Status of Women in Ontario Universities.
28p. 1mf. L2 ED 297 646
Gender Trait Stereotypes: A Comparison of 1978 and 1986.
21p. 1mf. L1 ED 297 217

Sexual Abuse
Child Abuse Cases in an Hispanic Community: A Teaching Tool.
36p. 1mf. L1 ED 298 200
Sexual Violence. Work in Progress No. 83-05.
11p. 1mf. L1 ED 297 252

Sexual Identity
Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
50p. 1mf. L1 ED 298 060
Speech Accommodation and the Influence of Dyad Sexual Compositions.
26p. 1mf. L1 ED 297 394

Sexually Transmitted Diseases
Survey of Research on Sexually Transmitted Diseases.
140p. 2mf. L1 ED 298 112

Shakespeare (William)
Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324

Shared Library Resources
Characteristics of Library Networks, 1985-1986. OERI Bulletin.
8p. 1mf. L1 ED 297 780

Shared Resources and Services
Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.
221p. 3mf. L1 ED 297 768

Shyness

Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Comparison.
16p. 1mf. L1 ED 297 216

Sibling Relationship
Competition and Cohesion in Sibling Relations during the Adaptation to Remarriage.
27p. 1mf. L1 ED 297 256

Significant Others
Intrapersonal Communication and Imagined Interactions.
41p. 1mf. L1 ED 297 390

Signs
Library Signage: Doing It Right.
27p. 1mf. L1 ED 297 755

Site Visits
Collection of Papers on Self-Study and Institutional Improvement.
252p. 3mf. L1 ED 297 634

Skill Analysis
Examination of the Monitor Theory.
20p. 1mf. L1 ED 297 592

Skills Information System Review: A Report of Findings and Recommendations.
59p. 1mf. L1 ED 297 902

Skill Development
Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
110p. 2mf. L1 ED 297 159

Challenge of the Information Age--Forging the Frontiers of Excellence in Education.
17p. 1mf. L1 ED 297 696

Development of Critical Thinking: Career Ladder P.N. and A.D. Nursing Students, Pre-Health Science Freshmen, Generic Baccalaureate Sophomore Nursing Students.
45p. 1mf. L1 ED 297 153

Development of Expertise in Pedagogy.
35p. 1mf. L1 ED 298 122

Impact of an International Education on College Acceptance and Career Development.
19p. 1mf. L1 ED 298 056

Study Skills: A Ready Reference for Teachers.
315p. 4mf. L1 ED 297 276

Skills Information System
Skills Information System Review: A Report of Findings and Recommendations.
59p. 1mf. L1 ED 297 902

Sloan Foundation
Thinking and Doing: Technological Literacy Reconsidered.
11p. 1mf. L1 ED 297 400

Small Business Incubators
Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190
Managing a Small Business Incubator.
57p. 1mf. L1 ED 297 188
Starting a Small Business Incubator. A Handbook for Sponsors and Developers.
43p. 1mf. L1 ED 297 189

Small Businesses
Entrepreneurial Graduates of Minnesota's Technical Institutes.
61p. 1mf. L1 ED 297 172
Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190
Managing a Small Business Incubator.
57p. 1mf. L1 ED 297 188
Starting a Small Business Incubator. A Handbook for Sponsors and Developers.
43p. 1mf. L1 ED 297 189

Small Group Instruction
Cooperative Communication: A Study of Group Interaction.
25p. 1mf. L1 ED 297 797

Small Schools
City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
14p. 1mf. L1 ED 297 477
More with Four: A Look at the Four Day Week in Oregon's Small Schools.
21p. 1mf. L1 ED 297 919
Small Rural Schools of Prince Edward Island.
40p. 1mf. L1 ED 297 922

Smith (Nila Banton)
American Reading Instruction.
528p. 6mf. L1 ED 297 273

Social Adjustment
Vocational & Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study. Final Report.
51p. 1mf. L1 ED 297 539

Social Attitudes
AIDS Victims and Heterosexual Attitudes.
23p. 1mf. L1 ED 298 153
Evaluation Report on an Educational Teletext Programme about AIDS.
9p. 1mf. L1 ED 298 159

Victims of AIDS: Family, Society, Cost and Outlook.
21p. 1mf. L1 ED 297 088

Social Bias
Missing Majority, Part II: The Community College in American Fiction.
10p. 1mf. L1 ED 297 335

Social Change
Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).
152p. 2mf. L1 ED 297 890

Educational Reform or National Survival: Take Your Pick.
18p. 1mf. L1 ED 298 064

Social Class
Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.
206p. 3mf. L1 ED 298 103

Social Cognition
Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.
12p. 1mf. L1 ED 298 140

Rural Communication and Collective Coorientation: The Case of Acid Rain.
45p. 1mf. L1 ED 297 387

Social Desirability
Masculinity and Femininity: A Bipolar Construct and Independent Constructs.
39p. 1mf. L1 ED 298 143

Social Development
Social Development of the Young Child: Two Theories, Two Stories.
10p. 1mf. L1 ED 297 875

Working with Gay and Lesbian Students.
5p. 1mf. L1 ED 297 622

Social History
Last Stronghold of Traditional Zoroastrianism. Teaching Aids for the Study of Inner Asia, No. 7.
33p. 1mf. L2 ED 298 022

Some Recommendations for the Next Generation of Early Childhood Programs in Philadelphia. A Position Paper.
29p. 1mf. L1 ED 297 855

Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.
67p. 1mf. L2 ED 298 058

Social Influences
Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211

Social Integration
Evaluation Program for Integrated Elementary Schools and Programs.

Multicultural Education Resource Series.
20p. 1mf. L1 ED 298 217
Status Equalization Project.
35p. 1mf. L1 ED 298 237

Social Learning Theory
Social Development of the Young Child: Two Theories, Two Stories.
10p. 1mf. L1 ED 297 875

Social Problems
Educational Reform or National Survival: Take Your Pick.
18p. 1mf. L1 ED 298 064
White House Conference for a Drug Free America. Final Report.
246p. 3mf. L1 ED 295 100

Social Responsibility
Social Development of the Young Child: Two Theories, Two Stories.
10p. 1mf. L1 ED 297 875

Social Roles
Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
50p. 1mf. L1 ED 298 060

Social Science Research
Behavioral and Social Science: Fifty Years of Discovery.
306p. 4mf. L2 ED 298 055

Social Sciences
Behavioral and Social Science: Fifty Years of Discovery.
306p. 4mf. L2 ED 298 055

Social Services
Families for All Children.
13p. 1mf. L1 ED 297 536
Serving the Newly Legalized: Their Characteristics and Current Needs.
78p. 1mf. L1 ED 298 243

Social Status
Status Equalization Project.
35p. 1mf. L1 ED 298 237

Social Studies
Conceptual Development in Social Studies.
23p. 1mf. L1 ED 298 057
Grade 12 Diploma Examination: Social Studies 30.
34p. 1mf. L1 ED 298 065
Health in Iowa.
33p. 1mf. L1 ED 298 030
Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
150p. 2mf. L1 ED 298 029
Report of the Social Studies Task Force.
23p. 1mf. L1 ED 298 014
Science/Technology/Society in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 073

Social Support Groups
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
171p. 2mf. L2 ED 297 232
Influence of Parental Challenge and Support on Adolescents' Academic Achievement.
8p. 1mf. L1 ED 297 224
National Survey of Services Provided for Disabled Students in Higher Education. Research Report #19-87.
20p. 1mf. L1 ED 297 668

Social Theories
Communication, Development, and New Social Movements: A European Perspective.
20p. 1mf. L1 ED 297 385
Many Faces of Power, Ideology and Culture: In Search of a More Interpretative Communication Research.
22p. 1mf. L1 ED 297 386

Social Values
Learning To Be Human: Confucian Resources for Rethinking General Education.
39p. 1mf. L1 ED 297 788

Sociocultural Patterns
From Gemeinschaft to Gesellschaft: A Case Study of Student Transition from Elementary School to High School.
37p. 1mf. L1 ED 297 450
Phonological Variability in Canadian English.
23p. 1mf. L1 ED 297 575

Socioeconomic Influences
Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.
235p. 3mf. L1 ED 298 024
Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.
206p. 3mf. L1 ED 298 103

Socioeconomic Status
Coleman's Inequality Twenty Years Later: The Origins, the Issues and the Implications.
64p. 1mf. L1 ED 297 422
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888
Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.

235p. 3mf. L1 ED 298 024

Software Development
Designing an External Evaluation of a Large-Scale Software Development Project.
14p. 1mf. L1 ED 297 720

Software Evaluation
How To Evaluate Educational Software Easily and Efficiently. For Teachers, Parents and Home Computer Users. Self-Training Package.
50p. 1mf. L1 ED 298 175

Software Selection, Evaluation and Organization and Software Reviews. Article Reprints.
117p. 2mf. L2 ED 297 703

Solid Wastes
Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Sororities
Greek Life on Campus. How Will a Changing Society Affect It?
4p. 1mf. L1 ED 297 617

South Africa
Evaluation Report on an Educational Teletext Programme about AIDS.
9p. 1mf. L1 ED 298 159

South Carolina
Inventory of Academic Degree Programs in South Carolina. Thirteenth Edition.
182p. 2mf. L1 ED 297 637

Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees.
32p. 1mf. L1 ED 297 639

South Carolina Higher Education Statistical Abstract. Tenth Edition.
103p. 2mf. L1 ED 297 641

South Carolina Higher Education Statistical Abstract. Ninth Edition.
95p. 1mf. L1 ED 297 640

South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.
47p. 1mf. L1 ED 297 638

South Carolina State Library
South Carolina State Library Annual Report, 1986-1987.
67p. 1mf. L1 ED 297 735

South Korea
Press Freedom and Social and Economic Progress in the Far East: The Case of South Korea.
31p. 1mf. L1 ED 297 329

South Pacific Commission
Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.
25p. 1mf. L1 ED 297 584

Southern African Development Coordination C
Literacy for Revitalization in the SADCC Countries of Southern Africa.
19p. 1mf. L1 ED 297 304

Space Exploration
Nuclear Power in Space.

33p. 1mf. L1 ED 297 953

Space Sciences
Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
130p. 2mf. L1 ED 297 765

Space Utilization
Educational Space Requirements and the Effective Use of Resources. Conclusions of a Seminar (Lysebu, Voksenkollen, Norway, May 20-23, 1986).
43p. 1mf. L2 ED 297 470

Report of the Task Force on Facilities, Space and Equipment.
166p. 2mf. L1 ED 297 730

Spanish
Does the Public Use of Spanish Reverse Linguistic Assimilation? A Second Look at Austin, Texas.
10p. 1mf. L1 ED 297 597

Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

Two-Way Bilingual Programs: Language-Learning-as-Resource.
21p. 1mf. L1 ED 297 602

Spanish Speaking
Two-Way Bilingual Programs: Implementation of an Educational Innovation.
20p. 1mf. L1 ED 297 568

Using Classification Lessons To Teach Hispanic Secondary Students Inference.
18p. 1mf. L1 ED 297 590

Spatial Ability
Effect of the Computer on Problem Solving. Hinsdale District 181.
28p. 1mf. L1 ED 297 717

Special Education
Disciplining Handicapped Students in a Comprehensive Secondary School Setting: Legal, Administrative, and Instructional Challenges.
29p. 1mf. L1 ED 297 443

Finance Formula. Abstract II: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 550

Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).
93p. 1mf. L1 ED 297 538

Health/Physical Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

27p. 1mf. L1 ED 298 095
Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546
Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development, Update.
57p. 1mf. L1 ED 297 547
Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
10p. 1mf. L2 ED 297 852
State of the Art in Microcomputer Use for Japanese Special Education.
13p. 1mf. L1 ED 297 492
Training Program for Paraprofessionals Working in Special Education and Related Services.
195p. 3mf. L2 ED 297 517

Special Education Teachers
Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495

Special Health Problems
Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.
73p. 1mf. L1 ED 298 238

Special Programs
Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).
31p. 1mf. L1 ED 298 185
Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.
20p. 1mf. L1 ED 298 218
Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.
20p. 1mf. L1 ED 298 219
Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
23p. 1mf. L1 ED 298 220

Specifications
Library Signage: Doing It Right.
27p. 1mf. L1 ED 297 755

Speech Accommodation
Speech Accommodation and the Effects of Cognitive Uncertainty and Physiological Arousal upon It.
19p. 1mf. L1 ED 297 382
Speech Accommodation and the Influence of Dyad Sexual Compositions.
26p. 1mf. L1 ED 297 394

Speech Communication
Communication Apprehension: Student Demographic Characteristics at The Pennsylvania State University.

17p. 1mf. L1 ED 297 398

Honors Students and a Basic Speech-Communication Course: Techniques for Meeting Their Needs.

25p. 1mf. L1 ED 297 401

How Women vs. Men Manage Discourse: Turn-Taking in German.

21p. 1mf. L1 ED 297 576

Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.

27p. 1mf. L1 ED 297 388

Speech Accommodation and the Effects of Cognitive Uncertainty and Physiological Arousal upon It.

19p. 1mf. L1 ED 297 382

Speech Accommodation and the Influence of Dyad Sexual Compositions.

26p. 1mf. L1 ED 297 394

Teaching Job-Related Interaction Skills to ESL Students of Speech Communication.

29p. 1mf. L1 ED 297 574

What Are the Options: The Philosophy of Using Ballots.

13p. 1mf. L1 ED 297 408

Speech Habits

How Women vs. Men Manage Discourse: Turn-Taking in German.

21p. 1mf. L1 ED 297 576

Speech Accommodation and the Effects of Cognitive Uncertainty and Physiological Arousal upon It.

19p. 1mf. L1 ED 297 382

Speech Handicaps

Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.

403p. 5mf. L1 ED 297 504

Survey of Language Services to Adolescents in Oregon Public Schools.

27p. 1mf. L1 ED 297 496

Speech Instruction

Decreasing Communication Anxiety through Public Speech Training.

17p. 1mf. L2 ED 297 406

National Standards: Oral and Written Communications.

17p. 1mf. L1 ED 297 351

Speech Pathology

Developmental-Interaction Curriculum: An Approach to Training.

49p. 1mf. L1 ED 297 526

Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report.

141p. 2mf. L1 ED 297 525

Speech Therapy

Survey of Language Services to Adolescents in Oregon Public Schools.

27p. 1mf. L1 ED 297 496

Speed Reading
Proceedings of the College Reading Association, Volume 2, Summer 1961.
102p. 2mf. L1 ED 297 284

Spreadsheets
Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706

Staff Development
Training Graduate Student Instructors .
11p. 1mf. L1 ED 297 612

Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613

Staff Role
Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.
16p. 1mf. L1 ED 297 510

Staff Utilization
School Staffing Ratios, 1987-88. ERS Report.
63p. mf. L3 ED 297 425

Staffing Ratio
School Staffing Ratios, 1987-88. ERS Report.
63p. mf. L3 ED 297 425

Standardized
Standardized Tests Used for Higher Education Admission and Placement in California during 1987. The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 88-14.
118p. 2mf. L1 ED 297 658

Standardized Tests
ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
31p. 1mf. L1 ED 297 570

Guidelines on the Uses of College Board Test Scores and Related Data.
17p. 1mf. L1 ED 297 618

Standards
Industry Standards in the Sterling C. Evans Library, Texas A&M University, and in VSMF, Microtext Department.
17p. 1mf. L1 ED 297 751

Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
65p. 1mf. L2 ED 297 171

Selecting the "Right" Microcomputer.
6p. 1mf. L2 ED 297 701

Standards for Adult and Juvenile Correctional Education Programs.

21p. 1mf. L1 ED 297 087
Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
15p. 1mf. L1 ED 297 661

State Agencies

Legislative and State Educational Agency Perspectives on Teacher Incentive Policy. Summary of Presentation.
36p. 1mf. L1 ED 298 081
Managing Alaska's Information Systems: A Participant-Observer Study.
47p. 1mf. L1 ED 297 757
State Arts Agencies in 1974: All Present and Accounted For. Research Division Report #8.
161p. 2mf. L1 ED 298 071

State Aid

Alabama Public Library Service, 1987 Annual Report.
22p. 1mf. L1 ED 297 763
Governments and Higher Education--the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).
393p. 5mf. L2 ED 297 610
Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.
15p. 1mf. L1 ED 297 715
Indiana Consortium for Computer and High Technology Education, Annual Report s , June 30, 1984-June 30, 1987.
113p. 2mf. L1 ED 297 714
Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 88-16.
36p. 1mf. L1 ED 297 654
Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
19p. 1mf. L1 ED 297 653
State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.
36p. 1mf. L1 ED 297 655

State Boards of Education

Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988.
42p. 1mf. L1 ED 298 239
North Carolina State Board of Community Colleges Handbook.
55p. 1mf. L1 ED 297 824
State Board of Education Initiatives: Professional Education in the 1980s.

45p. 1mf. L1 ED 298 119

State Colleges

Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664

Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.
179p. 2mf. L1 ED 297 665

Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663

Geographic Origins of Students. Fall 1987. Volume II. Report Number 2-88.
498p. 6mf. L1 ED 297 650

Geographic Origins of Students. Fall 1987. Volume I. Report Number 2-88.
590p. 7mf. L1 ED 297 649

Trends in Geographic Origins of Students. Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.
592p. 7mf. L1 ED 297 651

State Federal Aid

Minority Teacher Recruitment & Retention. A Public Policy Issue. Proceedings and Background Material of the Wingspread Conference (Racine, Wisconsin, August 5-7, 1987).
42p. 1mf. L1 ED 298 123

Serving the Newly Legalized: Their Characteristics and Current Needs.
78p. 1mf. L1 ED 298 243

State History

Health in Iowa.
33p. 1mf. L1 ED 298 030

Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012

Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011

State Legislation

Community College Laws of North Carolina, 1987 Edition.
70p. 1mf. L1 ED 297 822

Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees.
32p. 1mf. L1 ED 297 639

Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 88-16.
36p. 1mf. L1 ED 297 654

Reporting Child Sexual Abuse: Ethical Dilemmas, and Guidelines for Decision Making.
15p. 1mf. L1 ED 297 249

Teen-Age Pregnancy Legislation in the States.
18p. 1mf. L2 ED 297 844

State Licensing Boards

Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees.
32p. 1mf. L1 ED 297 639

State of the Art Reviews

What We Know about Phonics. Research in Brief.
3p. 1mf. L1 ED 297 298

State Programs

Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.
221p. 3mf. L1 ED 297 768

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
43p. 1mf. L1 ED 297 643

Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.
52p. 1mf. L1 ED 298 117

Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

Evaluating a Three-Ring Circus--or, Understanding Complex Change in Complex Circumstances.
26p. 1mf. L1 ED 298 137

Families for All Children.
13p. 1mf. L1 ED 297 536

Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868

Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134

Increased State Capacity and Aid to the Disadvantaged.
16p. 1mf. L1 ED 298 204

Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.
15p. 1mf. L1 ED 297 715

Indiana Consortium for Computer and High Technology Education, Annual Report s , June 30, 1984-June 30, 1987.
113p. 2mf. L1 ED 297 714

Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.
30p. 1mf. L1 ED 298 142

National Apprenticeship Program. Revised.
23p. 1mf. L1 ED 297 122

Report to the Legislature on the Teacher Assistance Program. (Chapter 507, Laws of 1987).
40p. 1mf. L1 ED 298 104

Status Report on Human Corps Activities. Report 88-24.
100p. 2mf. L1 ED 297 652

Study of Educational Reform in the Southeast: Application of a Methodology to Map and Track Educational Reform.
14p. 1mf. L1 ED 297 454

Teen-Age Pregnancy Legislation in the States.

18p. 1mf. L2 ED 297 844
Youth Suicide Prevention in Vermont. The Lieutenant Governor's Task Force.
39p. 1mf. L1 ED 297 244

State Role
Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868

State School District Relationship
Experiences in School Improvement. The Story of 16 American Districts.
92p. 1mf. L1 ED 297 480

State Schools
Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.
8p. 1mf. L1 ED 297 437

State Skills Corporations
Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

State Standards
Essential Skills. Library/Research/Reference.
21p. 1mf. L1 ED 297 749
Facts about Maryland's School Library Media Programs, 1986-87.
543p. 6mf. L1 ED 297 738
Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
36p. 1mf. L1 ED 298 164
Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
35p. 1mf. L1 ED 298 167
Reading Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
32p. 1mf. L1 ED 298 166
Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws of 1986).
44p. 1mf. L1 ED 298 102
School Leadership Preparation: A Preface for Action.
24p. 1mf. L1 ED 298 093
State Board of Education Initiatives: Professional Education in the 1980s.
45p. 1mf. L1 ED 298 119
State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.
36p. 1mf. L1 ED 297 655
Teaching without Subject Preparation. Issue Paper #8603.
14p. 1mf. L1 ED 298 111
Writing Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).

29p. 1mf. L1 ED 298 165

State Supervisors

Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
23p. 1mf. L1 ED 298 220

State Surveys

Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754

Geographic Origins of Students. Fall 1987. Volume II. Report Number 2-88.
498p. 6mf. L1 ED 297 650

Geographic Origins of Students. Fall 1987. Volume I. Report Number 2-88.
590p. 7mf. L1 ED 297 649

Origin of Kentucky College and University Enrollments. Fall 1987.
155p. 2mf. L1 ED 297 688

Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783

Show Me Excellence: Assessment in Missouri Public Colleges and Universities.
61p. 1mf. L1 ED 297 678

South Carolina Higher Education Statistical Abstract. Ninth Edition.
95p. 1mf. L1 ED 297 640

South Carolina Higher Education Statistical Abstract. Tenth Edition.
103p. 2mf. L1 ED 297 641

Statistical Summary of Missouri Higher Education 1987-1988.
166p. 2mf. L1 ED 297 675

Trends in Geographic Origins of Students. Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.
592p. 7mf. L1 ED 297 651

Trends in Instructional Programs: Missouri Public Four-Year Colleges and Universities. Fiscal Year 1983-Fiscal Year 1987.
67p. 1mf. L1 ED 297 679

State Universities

Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664

Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.
179p. 2mf. L1 ED 297 665

Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663

State University of New York
Geographic Origins of Students. Fall 1987. Volume I. Report Number 2-88.
590p. 7mf. L1 ED 297 649
Geographic Origins of Students. Fall 1987. Volume II. Report Number 2-88.
498p. 6mf. L1 ED 297 650
Trends in Geographic Origins of Students, Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.
592p. 7mf. L1 ED 297 651

Statewide Planning
Design and Drawing for Production. Syllabus. Field Test Edition II.
101p. 2mf. L1 ED 297 191
Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165
Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167
South Caroline Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.
47p. 1mf. L1 ED 297 638
Washington STAR Events Manual. Revised.
46p. 1mf. L1 ED 297 142
Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
23p. 1mf. L1 ED 298 220

Statistical Data
Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754
Money Income and Poverty Status in the United States: 1987. (Advance Data from the March 1988 Current Population Survey). Current Population Reports: Consumer Income.
80p. 1mf. L1 ED 298 241
School Enrollment--Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics.
125p. 2mf. L1 ED 298 240
Technical Notes to the Tables on Children, Education and Poverty.
48p. 1mf. L1 ED 298 189

Statistical Inference
Statistical Methodology Content Analysis of Selected Educational

Research Journals.
16p. 1mf. L1 ED 298 138

Statistical Significance
Number of Iterations in Monte Carlo Studies of Robustness.
11p. 1mf. L1 ED 298 155

Status
Health Status, Personal Definition of Health, and Health Behavior Choice in the Elderly.
58p. 1mf. L1 ED 297 212

Stealing
Motor Vehicle Theft. Special Report.
13p. 1mf. L1 ED 297 246

Stepfamily
Competition and Cohesion in Sibling Relations during the Adaptation to Remarriage.
27p. 1mf. L1 ED 297 256

Coping with Remarriage: The First Two Years.
10p. 1mf. L1 ED 297 253

Levels of Analyses: Changes in Patterns of Family Interactions from Dyadic to Triadic Level.
22p. 1mf. L1 ED 297 255

Parenting Adolescent Children in Nondivorced, Divorced, and Remarried Families.
33p. 1mf. L1 ED 297 254

Resiliency and Vulnerability in Psychosocial Functioning during the Adaptation to Remarriage.
34p. 1mf. L1 ED 297 257

Stewart B McKinney Homeless Assistance Act
Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.
49p. 1mf. L1 ED 298 235

Stimulation
Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.
47p. 1mf. L2 ED 297 515

Story Grammar
Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265

Story Structure
Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265

Story Telling
Arthur Smith, Local Baptist Pastor.
60p. 1mf. L1 ED 298 006

East Texas Storytellers.
44p. 1mf. L1 ED 298 003

Mission Dolores and Jim Corbin.
60p. 1mf. L1 ED 298 007

Strategic Planning
Prince George's Community College 1988-93 Master Plan.

22p. 1mf. L1 ED 297 816
Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).
26p. 1mf. L1 ED 297 784
Strategic Planning for Educational Reform and Improvement.
56p. 1mf. L1 ED 297 462
Strategic Planning in Education: A Guide for Policymakers.
17p. 1mf. L1 ED 297 439

Strategy Training
((Metacognition and Related Teaching and Learning Strategies)).
8p. 1mf. L1 ED 297 520
Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
39p. 1mf. L1 ED 297 263

Stress Management
Children and Stress: Indications, Implications and Interventions.
22p. 1mf. L1 ED 297 207

Stress Variables
Children and Stress: Indications, Implications and Interventions.
22p. 1mf. L1 ED 297 207
Developmental Inventory of Sources of Stress.
39p. 1mf. L1 ED 298 182
Songs of Despair: A Case Study of Adolescent Suicide.
24p. 1mf. L1 ED 297 245

Structural Equation Modeling Approach
Public/Catholic Differences in the High School and Beyond Data: A Multi-Group Structural Equation Modelling Approach to Testing Mean Differences.
43p. 1mf. L1 ED 298 145

Structure of Intellect
Applying the S.O.I. Model to Curriculum Development.
15p. 1mf. L1 ED 297 542
Confirmatory Maximum Likelihood Factor Analysis as Applied to Measures of Social Intelligence within the Structure-of-Intellect Model.
12p. 1mf. L1 ED 298 140

Student Adjustment
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523

Student Att
Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198

Student Attitudes
Characteristics of Successful Indian Students: Research and Development Program for Indian Education.
15p. 1mf. L1 ED 297 909
Does a Professor's Reputation Affect Course Selection?
18p. 1mf. L1 ED 297 673

Effect of Persuasion on Nuclear Attitudes of Secondary School Students.
22p. 1mf. L1 ED 297 932

Gender Trait Stereotypes: A Comparison of 1978 and 1986.
21p. 1mf. L1 ED 297 217

Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.
103p. 2mf. L1 ED 297 887

Improving Fifth Grade Students' Participation in and Attitudes toward the Science Fair through Guided Instruction.
109p. 2mf. L1 ED 297 968

Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.
18p. 1mf. L1 ED 297 724

Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.
31p. 1mf. L1 ED 297 725

Nuclear Energy Assessment Battery. Form C.
12p. 1mf. L1 ED 297 931

Personal and Situational Pervasiveness of Shyness in College Students: A Nine-Year Comparison.
16p. 1mf. L1 ED 297 216

Report of the Student Evaluation of the Milwaukee Area Technical College. MATC Student Survey Comprehensive Report.
164p. 2mf. L1 ED 297 832

1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.
45p. 1mf. L1 ED 298 082

Student Attrition

School Dropouts: Policy Prospects. Policy Issues.
26p. 1mf. L1 ED 297 423

Student Behavior

CDCC's Teacher Bursaries Scheme: European Teachers' Seminar on "Bullying in Schools" (Stavanger, Norway, August 2-7, 1987).
51p. 1mf. L1 ED 297 202

Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.
13p. 1mf. L1 ED 298 085

Student Centered Curriculum

Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
34p. 1mf. L1 ED 297 089

Student Characteristics

Characteristics of Successful Indian Students: Research and Development Program for Indian Education.
15p. 1mf. L1 ED 297 909

Collected Fall Enrollment Reports: University of Hawaii Community Colleges, 1983-1986.
110p. 2mf. L1 ED 297 798

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817

Profile of the U.S. Student Abroad--1984 and 1985.

114p. 2mf. L1 ED 297 589
Profiles: Detailed Analyses of the Foreign Student Population, 1985/86.
199p. 3mf. L1 ED 297 666
PVCC Full-Time Students: Fall Quarter 1987. Research Report No. 5-88.
29p. 1mf. L1 ED 297 804
Report of the Student Evaluation of the Milwaukee Area Technical College. MATC Student Survey Comprehensive Report.
164p. 2mf. L1 ED 297 832
S.I.Q. Student Information Questionnaire: A Survey of Student Characteristics, Fall 1986.
170p. 2mf. L1 ED 297 800

Student College Relationship
Back to Basics: Unions Reaffirms Their Campus Roles.
6p. 1mf. L1 ED 297 621
Urban Community College Attempts To Assure Student Achievement: Creative Minority Initiatives.
21p. 1mf. L1 ED 297 792

Student Development
Implementing a Developmental Child-Centered Kindergarten Program Using Cognitive, Affective, and Psychomotor Activities.
103p. 2mf. L1 ED 297 887

Student Educational Objectives
Profile of the U.S. Student Abroad--1984 and 1985.
114p. 2mf. L1 ED 297 589
PVCC Full-Time Students: Fall Quarter 1987. Research Report No. 5-88.
29p. 1mf. L1 ED 297 804
S.I.Q. Student Information Questionnaire: A Survey of Student Characteristics, Fall 1986.
170p. 2mf. L1 ED 297 800
Statewide Longitudinal Study. Interim Report.
16p. 1mf. L1 ED 297 833

Student Employment
College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
102p. 2mf. L1 ED 297 680
High School Preparation for Employment.
163p. 2mf. L1 ED 297 158

Student Evaluation
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806

Instructional Practices. Abstract IV: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 552

Keyboarding: Curriculum Guidelines.
39p. 1mf. L1 ED 297 112

Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.
29p. 1mf. L1 ED 297 502

Rationale and Content for English-Language Arts. Survey of Academic Skills: Grade 12. Preliminary Edition.
49p. 1mf. L2 ED 297 349

Student Assessment in Architecture Schools.
10p. 1mf. L1 ED 297 671

Time for Mastery.
15p. 1mf. L1 ED 298 108

Using Evaluation Findings To Improve Minority Education Programs.
6p. 1mf. L1 ED 297 636

Working with Students Who Have Dual Sensory Impairments and Cognitive Disabilities. A Handbook for Special Education Teachers and Related Services Personnel.
107p. 2mf. L1 ED 297 506

Student Evaluation of Teacher Performance

Does a Professor's Reputation Affect Course Selection?
18p. 1mf. L1 ED 297 673

Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.
63p. 1mf. L1 ED 297 442

What Are We Communicating When We Evaluate Instruction? Evaluation of Communication Instruction: An Administrator's Perspective.
22p. 1mf. L1 ED 297 384

Student Financial Aid

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
43p. 1mf. L1 ED 297 643

Financial Aid for Minorities in Education.
49p. 1mf. L2 ED 297 626

Financial Aid for Minorities in Journalism/Mass Communications.
51p. 1mf. L2 ED 297 630

Financial Aid for Minorities: Awards Open to Students with Any Major.
70p. 1mf. L2 ED 297 629

Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 88-16.
36p. 1mf. L1 ED 297 654

Paying for College: Student Loans and Alternative Financing Mechanisms.

30p. 1mf. L1 ED 297 644

Student Financial Contribution

College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
102p. 2mf. L1 ED 297 680

Student Improvement

Building Self-Esteem: Implementation Project Summary.
6p. 1mf. L1 ED 297 215

Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861

Use of Developmental Activities Rather than Reading Workbooks for Kindergarten Students Lacking Readiness Skills.
94p. 1mf. L1 ED 297 889

Student Journals

Introductory Psychology Journal: A Technique for Increasing Course Relevance.
8p. 1mf. L1 ED 297 670

Student Mobility

Credit Transfer: Guidelines for Student Transfer and Articulation among Missouri Colleges and Universities.
18p. 1mf. L1 ED 297 677

Student Motivation

Community: Prerequisite for Communication in Language Classes.
12p. 1mf. L1 ED 297 598

Coping with Student Absenteeism.
14p. 1mf. L2 ED 297 451

Homework as a Means of Improving Reading Achievement of First Grade Students by Involving Parents and School in a Cooperative Effort.
68p. 1mf. L1 ED 297 865

Individual Differences in Achievement Orientation and Use of Classroom Feedback.
18p. 1mf. L1 ED 298 156

Why Do We Want To Learn English? Ask Us!
12p. 1mf. L1 ED 297 601

Student Needs

Career Development Needs of Students.
14p. 1mf. L1 ED 297 251

Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236

Language-for-Special-Purposes Theory and Basic Writing.
23p. 1mf. L1 ED 297 340

Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.
63p. 1mf. L1 ED 297 442

Needs Assessment of the Medical Laboratory Technology Students at New York City Technical College.

47p. 1mf. L1 ED 297 145

Student Organizations

Building Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.
55p. 1mf. L1 ED 297 143

Greek Life on Campus. How Will a Changing Society Affect It?
4p. 1mf. L1 ED 297 617

Washington STAR Events Manual. Revised.
46p. 1mf. L1 ED 297 142

Student Participation

Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
34p. 1mf. L1 ED 297 089

Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567

Teaching Group Participation Skills to the Learning Disabled: A Key to Effective Mainstreaming.
17p. 1mf. L1 ED 297 511

Utilizing Field Experiences in an Early Childhood Center To Increase Competencies in Teacher Training.
58p. 1mf. L1 ED 297 881

Washington STAR Events Manual. Revised.
46p. 1mf. L1 ED 297 142

Student Personnel Services

Back to Basics: Unions Reaffirm Their Campus Roles.
6p. 1mf. L1 ED 297 621

National Survey of Services Provided for Disabled Students in Higher Education. Research Report #19-87.
20p. 1mf. L1 ED 297 668

Working with Gay and Lesbian Students.
5p. 1mf. L1 ED 297 622

Student Placement

Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806

Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Micronesian Region.
18p. 1mf. L1 ED 297 586

Evaluation of an Assessment and Placement System for Entry-Level Courses.
38p. 1mf. L1 ED 297 830

Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 556

Research Report on Essential Factors Germane to a Child's Readiness for First Grade.
16p. 1mf. L1 ED 297 846

Second Chance for Texans: Remedial Education in Two-Year Colleges.

26p. 1mf. L1 ED 297 783
Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement.
18p. 1mf. L1 ED 297 856

Student Problems
SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.
39p. mf. L3 ED 298 133
Time to Degree in California's Public Universities. Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.
117p. 2mf. L1 ED 297 660

Student Projects
Building Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.
55p. 1mf. L1 ED 297 143
Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Student Publications
Interpretations: A Student Journal of Historical Writings, 1988.
74p. 1mf. L1 ED 298 061

Student Recruitment
Attracting and Retaining Women Students for Science and Engineering. A Report from the Committee on the Status of Women in Ontario Universities.
28p. 1mf. L2 ED 297 646
Macomb Community College Recruitment Plan, 1987-1988.
66p. 1mf. L1 ED 297 815
Minority Teacher Recruitment & Retention. A Public Policy Issue. Proceedings and Background Material of the Wingspread Conference (Racine, Wisconsin, August 5-7, 1987).
42p. 1mf. L1 ED 298 123
Urban Community College Attempts To Assure Student Achievement: Creative Minority Initiatives.
21p. 1mf. L1 ED 297 792

Student Role
From Gemeinschaft to Gesellschaft: A Case Study of Student Transition from Elementary School to High School.
37p. 1mf. L1 ED 297 450

Student School Relationship
Coping with Student Absenteeism.
14p. 1mf. L2 ED 297 451
From Gemeinschaft to Gesellschaft: A Case Study of Student Transition from Elementary School to High School.
37p. 1mf. L1 ED 297 450

Student Subcultures
From Gemeinschaft to Gesellschaft: A Case Study of Student Transition from Elementary School to High School.
37p. 1mf. L1 ED 297 450

Student Teacher Attitudes

Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236

Student Teacher Evaluation
Relative Effects of Microteaching and Field Experience on Preservice Teachers.
18p. 1mf. L1 ED 297 962

Student Teachers
Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236

Student Teaching
Relative Effects of Microteaching and Field Experience on Preservice Teachers.
18p. 1mf. L1 ED 297 962

Teaching in the Secondary Schools: A Guide for Pre-Service Teachers.
116p. 2mf. L1 ED 298 098

Student Unions
Back to Basics: Unions Reaffirms Their Campus Roles.
6p. 1mf. L1 ED 297 621

Student Volunteers
Status Report on Human Corps Activities. Report 88-24.
100p. 2mf. L1 ED 297 652

Student Writing Models
Borrowing Language.
16p. 1mf. L1 ED 297 370

Studio Teaching
Teaching as Design: Theory, Research, and Implications for Design Teaching.
36p. 1mf. L1 ED 298 084

Study Abroad
Be There!
48p. 1mf. L1 ED 297 582

Impact of an International Education on College Acceptance and Career Developeent.
19p. 1mf. L1 ED 298 056

Profile of the U.S. Student Abroad--1984 and 1985.
114p. 2mf. L1 ED 297 589

Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667

Study Circles
Pedagogical Ideas in Popular Adult Education.
6p. 1mf. L1 ED 297 101

Study Skills
Roles, Responsibilities, and Preparation of Developmental Reading-Study Skills Professionals: From the Editor.
4p. 1mf. L1 ED 297 310
Study Skills: A Ready Reference for Teachers.
315p. 4mf. L1 ED 297 276
Studying Hard for a College Level Geography Course: A Case Study.
14p. 1mf. L1 ED 297 306
Writing to Study and Learn.
58p. 1mf. L1 ED 297 316

Subject Index Terms
How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739
Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
53p. 1mf. L1 ED 297 693

Substance Abuse
White House Conference for a Drug Free America. Final Report.
246p. 3mf. L1 ED 298 100

Suburban Schools
Addressing the "At-Risk" Challenge in the Nonurban Setting.
14p. 1mf. L1 ED 297 910

Success
Career Success, Mobility and Extrinsic Career Satisfaction: Studying Corporate Managers.
40p. 1mf. L1 ED 297 227

Suicide
Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
56p. 1mf. L1 ED 297 474
Hearing on H.R. 457, the Youth Suicide Prevention Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
72p. 1mf. L1 ED 297 248
Songs of Despair: A Case Study of Adolescent Suicide.
24p. 1mf. L1 ED 297 245
Youth Suicide Prevention in Vermont. The Lieutenant Governor's Task Force.
39p. 1mf. L1 ED 297 244

Summative Evaluation
Formative and Summative Approaches to Effectiveness Indicators.
29p. 1mf. L1 ED 298 178

Summer Programs
E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.
37p. 1mf. L1 ED 298 195
Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
33p. 1mf. L1 ED 298 139
Summer Splash, 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.

137p. 2mf. L1 ED 297 760

Summer Schools

Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.

4p. 1mf. L1 ED 298 213

Superintendents

Examination of the Selection Criteria and the Interview Process for Hiring Public School Principals in New York State.

27p. 1mf. L1 ED 297 455

Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.

5p. 1mf. L1 ED 297 095

Recruiting and Selecting a Superintendent.

60p. 1mf. L2 ED 297 468

Supervision

Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?

35p. 1mf. L2 ED 297 210

Supplementary Education

Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.

20p. 1mf. L1 ED 298 218

Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.

20p. 1mf. L1 ED 298 219

Washington State ECIA Chapter 2 End-of-Year Report 1986-87.

23p. 1mf. L1 ED 298 220

Suprasegmentals

Punctuation and the Prosody of Written Language. Technical Report No. 11.

36p. 1mf. L1 ED 297 319

Supreme Court

This Honorable Court: Teacher's Guide.

24p. 1mf. L2 ED 298 025

Women in the Work Force: Supreme Court Issues. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

122p. 2mf. L1 ED 298 036

Sweden

Report on Studies in the History of Adult Education in Sweden .

15p. 1mf. L1 ED 297 108

Curriculum as a Political Problem: A Historical Perspective.

27p. 1mf. L1 ED 297 452

Pedagogical Ideas in Popular Adult Education.

6p. 1mf. L1 ED 297 101

Switzerland
Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."
15p. 1mf. L2 ED 297 870

Systematic Desensitization
Effects of Systematic Desensitization in the Alleviation of Communication Apprehension.
17p. 1mf. L1 ED 297 399

Systematicity
Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Systems Approach
Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
19p. 1mf. L1 ED 297 718
General Systems Theory and Instructional Design.
22p. 1mf. L1 ED 297 722

Systems Development
Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
130p. 2mf. L1 ED 297 765

Systems Thinking Approach
Cognitive Effects of Simulation-Modeling Software and Systems Thinking on Learning and Achievement.
19p. 1mf. L1 ED 297 718

Taiwan (Taipei)
Gender of Child Discourse: Sex Roles and Communicative Styles at a Taiwanese Kindergarten.
50p. 1mf. L1 ED 298 060

Talent
GATEWAYS Music Curriculum for Musically Talented Children. Report #367.
77p. 1mf. L1 ED 298 033

Targeted Jobs Tax Credit
Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156
Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
205p. 3mf. L1 ED 297 154
Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Task Force Approach
Humanities and High Order Thinking Skills. Task Force Report.
19p. 1mf. L1 ED 298 015
Report of the Social Studies Task Force.
23p. 1mf. L1 ED 298 014

Tax Credits

Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156

Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
205p. 3mf. L1 ED 297 154

Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Te

Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567

Teacher Administrator Relationship

Supervision of Part-Time Faculty: A Model for Community Colleges.
17p. 1mf. L1 ED 297 794

Teacher Alienation

Orientation to Teaching in Two Rural Schools.
24p. 1mf. L1 ED 297 898

Teacher Attitudes

Absorbing Errand.
16p. 1mf. L1 ED 297 620

Addressing the "At-Risk" Challenge in the Nonurban Setting.
14p. 1mf. L1 ED 297 910

Building Self-Esteem: Implementation Project Summary.
6p. 1mf. L1 ED 297 215

Pragmatics and the Teaching of Writing.
10p. 1mf. L1 ED 297 322

Private School Teachers' Opinions, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 087

Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
64p. 1mf. L1 ED 298 080

Report Card on School Reform. The Teachers Speak.
90p. 1mf. L2 ED 298 099

Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.
147p. 2mf. L1 ED 297 336

Teacher Decision-Making.
21p. 1mf. L1 ED 297 405

Teacher Ethnicity: Relationships with Teaching Rewards and Incentives.
59p. 1mf. L1 ED 298 078

Texas Teachers and Moonlighting in the 1980's.
17p. 1mf. L1 ED 298 106

When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.
16p. 1mf. L1 ED 297 327

Teacher Background
Teaching without Subject Preparation. Issue Paper #8603.
14p. 1mf. L1 ED 298 111

Teacher Behavior
Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.
13p. 1mf. L1 ED 298 085

Sex Equity/Inequity in Teacher-Child Interaction in Day Care Classrooms.
20p. 1mf. L1 ED 297 862

Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560

Teacher Decision-Making.
21p. 1mf. L1 ED 297 405

Teacher Burnout
Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
64p. 1mf. L1 ED 298 080

Teacher Candidates
Reporting Perspective.
108p. 2mf. L1 ED 298 172

Teacher Certification
Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
19p. 1mf. L1 ED 298 148

Alternatives to Certification. Issue Paper #8602. Revised.
8p. 1mf. L1 ED 298 116

Improving Teacher Certification Examination Scores of Minority Candidates: Results of an Intervention Program.
17p. 1mf. L1 ED 298 176

Proceedings of the College Reading Association, Volume 9, Fall 1988.
161p. 2mf. L1 ED 297 291

Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.
66p. 1mf. L1 ED 297 859

State Board of Education Initiatives: Professional Education in the 1980s.
45p. 1mf. L1 ED 298 119

Study of Washington-Trained Education Graduates Pursuing

Certification and Careers Out of State.
29p. 1mf. L1 ED 298 118

Teacher Characteristics

Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.
74p. 1mf. L1 ED 297 840

Development of Expertise in Pedagogy.
35p. 1mf. L1 ED 298 122

Private School Teachers: Education and Training, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 088

Some Attributes of Teachers in Private Elementary and Secondary Schools, 1985-86. OERI Bulletin, March 1987.
14p. 1mf. L1 ED 298 089

Teacher Ethnicity: Relationships with Teaching Rewards and Incentives.
59p. 1mf. L1 ED 298 078

Texas Teachers and Moonlighting in the 1980's.
17p. 1mf. L1 ED 298 106

Teacher Developed Materials

Intrapersonal Communication Activities: Representing Experience.
32p. 1mf. L1 ED 297 404

Teacher Education

Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.
57p. 1mf. L1 ED 297 100

Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).
147p. 2mf. L1 ED 297 966

Graduate Instructor Representation in Writing Programs: Building Communities through Peer Support.
12p. 1mf. L1 ED 297 333

International Teaching Assistant Training Seminar at Arizona State University.
9p. 1mf. L1 ED 297 605

Papers and Proceedings of the Combined Annual Meetings of the Midwest History of Education Society and the History of Education Society (Chicago, Illinois, October 27-29, 1978).
69p. 1mf. L1 ED 298 043

Place of the History of Adult Education in the Study of Adult Education and in the Training of Adult Educators.
17p. 1mf. L1 ED 297 102

Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.
16p. 1mf. L1 ED 297 510

Proceedings of the College Reading Association, Volume 5, Fall

1964.
78p. 1mf. L1 ED 297 287

Teaching Elementary Mathematics in a Technological Age.
453p. 3mf. L2 ED 297 941

Training of Teachers in the Instructional Use of Technology.
94p. 1mf. L1 ED 297 694

Teacher Education Curriculum

Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236

Foundations of American Citizenship: New Directions for Education.
184p. 2mf. L2 ED 298 062

Reforming Preservice Education: An International Dimension. Executive Summary.
35p. 1mf. L1 ED 298 130

Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
15p. 1mf. L1 ED 297 516

Teacher Education Programs

Commitment to America's Children.
21p. 1mf. L1 ED 298 121

Compendium of Innovative Teacher Education Projects.
70p. 1mf. L1 ED 298 079

Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.
33p. 1mf. L1 ED 298 097

Development of Expertise in Pedagogy.
35p. 1mf. L1 ED 298 122

Minority Disproportionality in Higher Education with an Emphasis on Teacher Preparation.
61p. 1mf. L1 ED 298 110

Minority Teacher Recruitment & Retention. A Public Policy Issue. Proceedings and Background Material of the Wingspread Conference (Racine, Wisconsin, August 5-7, 1987).
42p. 1mf. L1 ED 298 123

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (23rd, Chicago, Illinois, November 5-7, 1987).
233p. 3mf. L1 ED 298 052

Reforming Preservice Education: An International Dimension. Executive Summary.
35p. 1mf. L1 ED 298 130

State Board of Education Initiatives: Professional Education in the 1980s.
45p. 1mf. L1 ED 298 119

1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.

45p. 1mf. L1 ED 298 082

Teacher Effectiveness

Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.

145p. 2mf. L1 ED 297 564

Managerial Grid for Teachers: Evidence, Practical Applications, and Directions for Future Research.

63p. 1mf. L1 ED 297 442

Perspectives on Research on Effective Mathematics Teaching. Volume 1.

261p. mf. L3 ED 297 933

T.A. Training Planning Meeting, May 20, 1986. Center for Instructional Development and Research, University of Washington.

85p. 1mf. L1 ED 297 614

Tips for Teaching.

8p. 1mf. L1 ED 297 676

Understanding Teaching: A Model for Assessment. Occasional Paper No. 124.

27p. 1mf. L1 ED 298 120

Verification of Bilingual Instructional Features.

185p. 2mf. L1 ED 297 565

When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.

16p. 1mf. L1 ED 297 327

Teacher Employment

Study of Washington-Trained Education Graduates Pursuing Certification and Careers Out of State.

29p. 1mf. L1 ED 298 118

Teaching in Yukon.

25p. 1mf. L1 ED 297 918

Teacher Employment Benefits

Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report 88-9.

51p. 1mf. L1 ED 297 657

Teacher Evaluation

Alabama Career Incentive Program. Evaluator's Manual.

51p. 1mf. L1 ED 298 127

Alabama Career Incentive Program. Observer Manual.

87p. 1mf. L1 ED 298 126

Alabama Career Incentive Program: A Statewide Effort in Teacher Evaluation.

18p. 1mf. L1 ED 298 128

Arizona Teacher Residency Project.

16p. 1mf. L1 ED 298 105

Capturing Classroom Context: The Observation System as Lens for Assessment.

51p. 1mf. L1 ED 298 109

Career Ladder Instrumentation: The Tennessee Experience.

35p. 1mf. L1 ED 298 177

Models of Teacher Evaluation. Policy Bulletin No. 2.

5p. 1mf. L1 ED 297 456

Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws of 1986).

44p. 1mf. L1 ED 298 102

Reporting Perspective.

108p. 2mf. L1 ED 298 172

Single-Minded Appraisal of a Multiple-Criterion Teacher Appraisal System.

23p. 1mf. L1 ED 298 173

Understanding Teaching: A Model for Assessment. Occasional Paper No. 124.

27p. 1mf. L1 ED 298 120

What Are We Communicating When We Evaluate Instruction? Evaluation of Communication Instruction: An Administrator's Perspective.

22p. 1mf. L1 ED 297 384

Teacher Improvement

Growing Thinkers Program, Houston Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 1).

7p. 1mf. L1 ED 297 278

Teacher Made Tests

Analysis of Teacher-Made Tests: Testing Practices, Cognitive Demands, and Item Construction Errors.

50p. 1mf. L1 ED 298 174

Improving Multiple-Choice Tests. IDEA Paper No. 16.

5p. 1mf. L1 ED 298 150

Teacher Misassignment

Teaching without Subject Preparation. Issue Paper #8603.

14p. 1mf. L1 ED 298 111

Teacher Orientation

Creation of a State Initiative for Improving Local Practices in New Teacher Induction: The Maryland Story.

52p. 1mf. L1 ED 298 117

Orientation to Teaching in Two Rural Schools.

24p. 1mf. L1 ED 297 898

Report to the Legislature on the Teacher Assistance Program. (Chapter 507, Laws of 1987).

40p. 1mf. L1 ED 298 104

Teacher Participation

Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.

57p. 1mf. L1 ED 297 100

Teacher Qualifications

Elusive Abecedarian: Addressing the Shortage of Elementary School Language Teachers.

45p. 1mf. L1 ED 297 604

Teaching without Subject Preparation. Issue Paper #8603.
14p. 1mf. L1 ED 298 111

Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
13p. 1mf. L1 ED 297 163

Teacher Recruitment

Commitment to America's Children.
21p. 1mf. L1 ED 298 121

New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.
26p. 1mf. L1 ED 298 094

Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495

Teaching in Yukon.
25p. 1mf. L1 ED 297 918

Teacher Retirement

Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.
74p. 1mf. L1 ED 297 840

Teacher Role

Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.
206p. 3mf. L1 ED 298 103

Separation: An Opportunity for Growth.
14p. 1mf. L1 ED 297 867

Teachers' Adoption of Multimedia Technologies for Science and Mathematics Instruction. Technical Report No. 40.
28p. 1mf. L2 ED 297 708

Training Needs for Direct Services Personnel Providing Services to 0-2 Year Olds with Handicaps.
15p. 1mf. L1 ED 297 516

Teacher Salaries

Texas Teachers and Moonlighting in the 1980's.
17p. 1mf. L1 ED 298 106

Teacher Student Conferences

When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.
16p. 1mf. L1 ED 297 327

Teacher Student Ratio

School Staffing Ratios, 1987-88. ERS Report.
63p. mf. L3 ED 297 425

Teacher Student Relationship

Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188

How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Separation: An Opportunity for Growth.
14p. 1mf. L1 ED 297 867

When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.
16p. 1mf. L1 ED 297 327

Teacher Supervision

Teacher Supervision
Supervision of Part-Time Faculty: A Model for Community Colleges.
17p. 1mf. L1 ED 297 794
Teacher Thinking
Teacher Decision-Making.
21p. 1mf. L1 ED 297 405
Teachers
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (7th, Chicago, Illinois, October 27-28, 1972).
175p. 2mf. L1 ED 298 037
Teaching (Occupation)
Alternatives to Certification. Issue Paper #8602. Revised.
8p. 1mf. L1 ED 298 116
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107
Study of Washington-Trained Education Graduates Pursuing Certification and Careers Out of State.
29p. 1mf. L1 ED 298 118
Texas Teachers and Moonlighting in the 1980's.
17p. 1mf. L1 ED 298 106
Teaching Assistant Training Project
Training Graduate Student Instructors.
11p. 1mf. L1 ED 297 612
CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615
Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613
T.A. Training Planning Meeting, May 20, 1986. Center for Instructional Development and Research, University of Washington.
85p. 1mf. L1 ED 297 614
Teaching Assistants
Training Graduate Student Instructors.
11p. 1mf. L1 ED 297 612
CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615
International Teaching Assistant Training Seminar at Arizona State University.
9p. 1mf. L1 ED 297 605
Library Survey Summary, University of Tennessee, Knoxville.
86p. 1mf. L1 ED 297 742
Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613
T.A. Training Planning Meeting, May 20, 1986. Center for Instructional Development and Research, University of Washington.
85p. 1mf. L1 ED 297 614
Teaching Conditions
Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.

206p. 3mf. L1 ED 298 103
Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
64p. 1mf. L1 ED 298 080
Report Card on School Reform. The Teachers Speak.
90p. 1mf. L2 ED 298 099

Teaching Experience

"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.
22p. 1mf. L1 ED 298 096

Teaching Methods

Teaching of Written Language Skills to Mildly Handicapped Students . PRISE Reporter No. 18, October 1986.
6p. 1mf. L1 ED 297 519
Academic Learning Time. Abstract I: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 549
Accessing the Paragraph: A Strategy for Teaching Children To Read and To Write.
16p. 1mf. L1 ED 297 343
Applying the S.O.I. Model to Curriculum Development.
15p. 1mf. L1 ED 297 542
Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6. Revised.
441p. 5mf. L1 ED 297 986
Cooperative Communication: A Study of Group Interaction.
25p. 1mf. L1 ED 297 797
Creating Gymnastic Pyramids and Balances. A Safe and Fun Approach!
120p. mf. L3 ED 298 124
Curricular Applications of ITV in Maryland.
30p. 1mf. L1 ED 297 705
Elementary School Science: A Perspective for Teachers.
341p. mf. L3 ED 297 946
Feminist Approaches to Science. The Athene Series.
212p. mf. L3 ED 297 990
Hands on Science.
7p. 1mf. L1 ED 297 917
Implementing Data Based Decisions for Instruction: A Guide to Data-Based Decisions for Teaching Students with Learning Disabilities.

Disabilities.
46p. 1mf. L1 ED 297 530
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935
New Approach to the Skills of Effective Teaching. Final Report of the FIPSE Project.
13p. 1mf. L1 ED 298 129

Preservice and Inservice Training Program To Prepare Teachers To Supervise and Work More Effectively with Paraprofessional Personnel.
16p. 1mf. L1 ED 297 510

Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
53p. 1mf. L1 ED 297 261

Teaching as Design: Theory, Research, and Implications for Design Teaching.
36p. 1mf. L1 ED 298 084

Teaching Elementary Mathematics in a Technological Age.
453p. 5mf. L2 ED 297 941

Time for Mastery.
15p. 1mf. L1 ED 298 108

Tips for Teaching.
8p. 1mf. L1 ED 297 676

Training Program for Paraprofessionals Working in Special Education and Related Services.
195p. 3mf. L2 ED 297 517

What We Know about Phonics. Research in Brief.
3p. 1mf. L1 ED 297 298

Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
67p. 1mf. L1 ED 297 317

Working with Students Who Have Dual Sensory Impairments and Cognitive Disabilities. A Handbook for Special Education Teachers and Related Services Personnel.
107p. 2mf. L1 ED 297 506

Teaching Models

Using Traditional Teaching To Expand Language Development and Critical Thinking.
18p. 1mf. L1 ED 298 092

Teaching Skills

International Teaching Assistant Training Seminar at Arizona State University.
9p. 1mf. L1 ED 297 605

Relative Effects of Microteaching and Field Experience on Preservice Teachers.
18p. 1mf. L1 ED 297 962

Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
13p. 1mf. L1 ED 297 163

Understanding Teaching: A Model for Assessment. Occasional Paper No. 124.

27p. 1mf. L1 ED 298 120

Teaching Styles

Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560

Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563

Verification of Bilingual Instructional Features.
185p. 2mf. L1 ED 297 565

Technical Assistance

Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).
95p. 1mf. L1 ED 297 475

Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?
13p. 1mf. L1 ED 298 168

State Technical Committees. State of the Art. A Report on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984.
95p. 1mf. L2 ED 297 168

Technical Education

High Technology in Australia: Rhetoric or Reality?
12p. 1mf. L1 ED 297 713

Life and Times of Victor Karlovich Della-Vos.
29p. 1mf. L1 ED 297 137

More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).
37p. 1mf. L1 ED 297 178

Pilot Study on Needs in the Sciences in Community Colleges.
33p. 1mf. L1 ED 297 801

Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
128p. 2mf. L1 ED 297 161

Technical Institutes

Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839

Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.
74p. 1mf. L1 ED 297 840

Enhancing the Program Evaluation Process in Minnesota's Technical Institutes: Four Recommendations.
34p. 1mf. L1 ED 297 174

Entrepreneurial Graduates of Minnesota's Technical Institutes.
61p. 1mf. L1 ED 297 172

Technological Advancement

Artificial Intelligence.
41p. 1mf. L1 ED 297 691

Communications Technology Transforms the Marketplace: The Impact of the Telegraph, Telephone, and Ticker on the Cincinnati Merchants' Exchange.

29p. 1mf. L1 ED 297 378

Developing and Validating Science Education Videodiscs.
39p. 1mf. L1 ED 297 943

High Technology in Australia: Rhetoric or Reality?
12p. 1mf. L1 ED 297 713

Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.
92p. 1mf. L2 ED 297 139

Learning from the Technology or Learning with It: Being a Brief History of, and Inquiry into, the Presence of Computers on Campuses.
23p. 1mf. L1 ED 297 690

National Commission for Employment Policy Eleventh Annual Report. Including Findings and Recommendations on Goals for the Workplace and Implications for Policy. Report No. 20.
34p. 1mf. L1 ED 297 116

Nuclear Power in Space.
33p. 1mf. L1 ED 297 953

Radioisotopes: Today's Applications.
34p. 1mf. L1 ED 297 954

Technological Literacy

Thinking and Doing: Technological Literacy Reconsidered.
11p. 1mf. L1 ED 297 400

Technology

Teaching Technology from a Feminist Perspective: A Practical Guide. The Athene Series.
171p. mf. L3 ED 297 989

Telecommunications

Managing Alaska's Information Systems: A Participant-Observer Study.
47p. 1mf. L1 ED 297 757

Technology Task Force. OMS Public Services Study. Final Report.
85p. 1mf. L1 ED 297 732

Telegraphy

Communications Technology Transforms the Marketplace: The Impact of the Telegraph, Telephone, and Ticker on the Cincinnati Merchants' Exchange.
29p. 1mf. L1 ED 297 378

Television Surveys

Coming of Age on Television.
10p. 1mf. L1 ED 297 719

Television Viewing

"Don't Hate Me Because I'm Beautiful": A Commercial in Context.
14p. 1mf. L1 ED 297 376

Books Are 'Littler' than TV.
34p. 1mf. L1 ED 297 710

Coming of Age on Television.
10p. 1mf. L1 ED 297 719

Figure/Ground Anomalies in Commercial Television: A Diagnostic

Study.
29p. 1mf. L1 ED 297 412

Tennessee
Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
13p. 1mf. L1 ED 297 163

Tennessee Career Ladder Program
Career Ladder Instrumentation: The Tennessee Experience.
35p. 1mf. L1 ED 298 177

Reporting Perspective.
108p. 2mf. L1 ED 298 172

Single-Minded Appraisal of a Multiple-Criterion Teacher Appraisal System.
23p. 1mf. L1 ED 298 173

Tennessee Commissioners Report Card
Formative and Summative Approaches to Effectiveness Indicators.
29p. 1mf. L1 ED 298 178

Tennessee School Improvement Project
Formative and Summative Approaches to Effectiveness Indicators.
29p. 1mf. L1 ED 298 178

Tennessee Self Concept Scale
Comparison of Male and Female Addicts and Non-Addicts on the Tennessee Self Concept Scale.
25p. 1mf. L1 ED 297 197

Tenured Faculty
Legal Rights of Tenured and Part-Time Faculty Members in Higher Education.
21p. 1mf. L1 ED 297 645

Termination of Treatment
Counselor Substance Abuse History, Client Fellowship, and Alcoholism Treatment Outcome. Brief Report.
13p. 1mf. L1 ED 297 225

Test Construction
AIDS Victims and Heterosexual Attitudes.
23p. 1mf. L1 ED 298 153

Analysis of Teacher-Made Tests: Testing Practices, Cognitive Demands, and Item Construction Errors.
50p. 1mf. L1 ED 298 174

Career Ladder Instrumentation: The Tennessee Experience.
35p. 1mf. L1 ED 298 177

Development of a College Academic Self-Efficacy Scale.
8p. 1mf. L1 ED 298 158

ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
31p. 1mf. L1 ED 297 570

Improving Essay Tests. IDEA Paper No. 17.
5p. 1mf. L1 ED 298 151

Improving Multiple-Choice Tests. IDEA Paper No. 16.
5p. 1mf. L1 ED 298 150

Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281

Manual for Item Writers. Certification and Registration.
190p. 2mf. L1 ED 297 775

Prediction of Item Performance by Expert Judges: A Methodology for Examining the Impact of Correction-for-Guessing Instructions on Test Taking Behavior.
14p. 1mf. L1 ED 298 171

Rhetoric of Essay Test Prompts.
23p. 1mf. L1 ED 297 363

Test Format

Examinee Selection of Subsequent Item Difficulty: Effects of Current Item Performance and Item Feedback.
13p. 1mf. L1 ED 298 170

Scrambled Order--Scrambled Brains: The Effects of Presenting Test Items in Sequential Versus Random Order.
7p. 1mf. L1 ED 298 169

Test Interpretation

Guidelines on the Uses of College Board Test Scores and Related Data.
17p. 1mf. L1 ED 297 618

Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963

Test Items

Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.
37p. 1mf. L1 ED 298 135

Measuring the Instructional Sensitivity of ESL Reading Comprehension Items.
20p. 1mf. L1 ED 297 591

Test Manuals

Manual for Item Writers. Certification and Registration.
190p. 2mf. L1 ED 297 775

Reporting Perspective.
108p. 2mf. L1 ED 298 172

Test of Economic Literacy

Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086

Test Reliability

Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.
53p. 1mf. L1 ED 298 157

(Continued)

RSE-40: An Alternate Scoring System for the Rosenberg Self-Esteem Scale (RSE).
17p. 1mf. L1 ED 298 154

Test Results

Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.
146p. 2mf. L1 ED 297 266

Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134

Test Scoring Machines

Test Analysis Package (TAP): A Microcomputer Questionnaire and Item Analysis Program. User's Guide for the IBM-PC. Version 2.0.
56p. mf. L3 ED 298 134

Test Theory

Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.
15p. 1mf. L1 ED 297 280

Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281

Test Use

Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963

Test Validity

Alabama Career Incentive Program: A Statewide Effort in Teacher Evaluation.
18p. 1mf. L1 ED 298 128

Alternative Procedures for Collecting and Analyzing Job-Relatedness Judgments in NTE Test-Appraisal Studies.
19p. 1mf. L1 ED 298 148

Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.
15p. 1mf. L1 ED 297 280

Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281

Multidimensional Self-Concepts and Perceptions of Control: Construct Validation of Responses by Children.
36p. 1mf. L1 ED 298 179

What's Wrong with Reading Comprehension Tests?
18p. 1mf. L1 ED 297 305

Test Wiseness

Test-Taking Time, Performance, and the Type A Behavior Pattern.
11p. 1mf. L1 ED 297 223

Testing
Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Testing Problems
Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.
15p. 1mf. L1 ED 297 280

Testing Programs
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806

Evaluation of an Assessment and Placement System for Entry-Level Courses.
38p. 1mf. L1 ED 297 830

Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494

Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 161

Reading Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
34p. 1mf. L1 ED 298 163

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
33p. 1mf. L1 ED 298 160

Writing Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
31p. 1mf. L1 ED 298 162

Texas
Dropout Dilemma: Searching for Formulas That Work.
12p. 1mf. L1 ED 297 110

Functional Approach Categories and Technique Strategies Language Arts Model.
21p. 1mf. L1 ED 297 603

Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783

Texas (Austin)
Does the Public Use of Spanish Reverse Linguistic Assimilation? A Second Look at Austin, Texas.
10p. 1mf. L1 ED 297 597

Texas (East)
Arthur Smith, Local Baptist Pastor.
60p. 1mf. L1 ED 298 006

East Texas Quilts.
44p. 1mf. L1 ED 298 005

East Texas Storytellers.
44p. 1mf. L1 ED 298 003

It's Coming: Electricity For You.
43p. 1mf. L1 ED 298 004

Jim Driver, Panola County Oil and Gas Boom.
61p. 1mf. L1 ED 298 008

Mission Dolores and Jim Corbin.
60p. 1mf. L1 ED 298 007

Monroe Brannon: Gary's Master Story Teller.
60p. 1mf. L1 ED 298 009

Sheriff Corbett Akins.
80p. 1mf. L1 ED 298 010

Texas (Houston)

Evaluation of the Houston Job Training Partnership Council's Summer Basic Training Programs for Secondary Students.
33p. 1mf. L1 ED 298 139

Texas Educational Assessment of Minimum Ski

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
36p. 1mf. L1 ED 298 164

Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.
30p. 1mf. L1 ED 298 142

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
35p. 1mf. L1 ED 298 167

Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 161

Reading Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
34p. 1mf. L1 ED 298 163

Reading Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
32p. 1mf. L1 ED 298 166

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
33p. 1mf. L1 ED 298 160

Writing Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
31p. 1mf. L1 ED 298 162

Writing Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 165

Texas State Library

Annual Program, 1986. Texas State Library.
286p. 3mf. L1 ED 297 727

Text Structure
Recall of Central Facts from Text.
15p. 1mf. L1 ED 297 272
Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 8.
62p. 1mf. L1 ED 297 260
Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259
Textbook Bias
Confrontation and Alienation: Education's Flawed Response to Religious Textbook Objections.
16p. 1mf. L1 ED 297 297
Textbook Content
Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.
31p. 1mf. L1 ED 298 066
Religion in Our Textbooks.
11p. 1mf. L1 ED 298 021
Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.
25p. 1mf. L1 ED 297 584
Textbook Preparation
Adapting Instructional Materials for Mainstreamed Students. Abstract IX: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 557
Textbooks
Religion in Our Textbooks.
11p. 1mf. L1 ED 298 021
Textual Analysis
Discovery of the Self through the Writing Process: Autobiography as a Heuristic of Identity.
16p. 1mf. L1 ED 297 362
Theater Arts
Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.
235p. 3mf. L1 ED 298 024
Theories
Research and Related Issues: Cognitive Development of the Young Child.
9p. 1mf. L1 ED 297 876
Rhetorical and Communication Theory: An Area of Interface.
28p. 1mf. L1 ED 297 380
Self-Esteem: A Model.
10p. 1mf. L1 ED 297 204
Theory Practice Relationship
Brain Functioning and Reading Remediation: Progress in Research and Practice.

23p. 1mf. L1 ED 297 282
Forming, Thinking, Writing: The Composing Imagination.
248p. mf. L3 ED 297 368
New Approach to the Skills of Effective Teaching. Final Report of the FIPSE Project.
13p. 1mf. L1 ED 298 129
Quandaries in the Trend toward Earlier Education: The Role of Research.
12p. 1mf. L1 ED 297 879
Teaching for Thinking: An Annotated Resource List. No. 9605. Linking R&D to Practice.
11p. 1mf. L2 ED 297 295
What We Know about Phonics. Research in Brief.
3p. 1mf. L1 ED 297 298

Therapists
Developmental-Interaction Curriculum: An Approach to Training.
49p. 1mf. L1 ED 297 526
Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report.
141p. 2mf. L1 ED 297 525

Thesauri
Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
53p. 1mf. L1 ED 297 693

Thinking Skills
Improving Thinking Skills in Deaf College Students.
17p. 1mf. L1 ED 297 489
Teaching for Thinking: An Annotated Resource List. No. 9605. Linking R&D to Practice.
11p. 1mf. L2 ED 297 295
Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
118p. 2mf. L1 ED 298 141

Three Dimensional Aids
Surface Description and Motion Control for Animated Three Dimensional Computer Generated Characters.
65p. 1mf. L1 ED 297 704

Time
Organizational Culture and Time.
31p. 1mf. L1 ED 297 458
Test-Taking Time, Performance, and the Type A Behavior Pattern.
11p. 1mf. L1 ED 297 223

Time Factors (Learning)
Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
168p. 2mf. L2 ED 297 857

Time Management

Organizational Culture and Time.
31p. 1mf. L1 ED 297 458

Transitions: Toward a Grounded Theory of What Happens between Lessons.
20p. 1mf. L1 ED 298 083

Time on Task

Academic Learning Time. Abstract I: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 549

Time for Mastery.
15p. 1mf. L1 ED 298 108

Time to Degree

Time to Degree in California's Public Universities. Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.
117p. 2mf. L1 ED 297 660

Toddlers

Separation: An Opportunity for Growth.
14p. 1mf. L1 ED 297 867

Topic Sentences

Accessing the Paragraph: A Strategy for Teaching Children To Read and To Write.
16p. 1mf. L1 ED 297 343

Tourism

Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.
59p. 1mf. L1 ED 297 133

Toys

Toy Modification Note. Revised.
30p. 1mf. L1 ED 297 498

Trade and Industrial Education

Design and Drawing for Production. Syllabus. Field Test Edition II.
101p. 2mf. L1 ED 297 191

Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
109p. 2mf. L1 ED 297 115

Traffic Safety

Washington State Traffic Safety Education Curriculum Guide. A Master Guide for Implementing a Performance-Based Curriculum.
338p. 4mf. L1 ED 297 144

Trainers

Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
13p. 1mf. L1 ED 297 163

Training

Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.
66p. 1mf. L1 ED 297 859

Training Program for Paraprofessionals Working in Special Education and Related Services.
195p. 3mf. L2 ED 297 517

Training Methods

Arizona Teacher Residency Project.
16p. 1mf. L1 ED 298 105

Graduate Instructor Representation in Writing Programs: Building Communities through Peer Support.
12p. 1mf. L1 ED 297 333

Life and Times of Victor Karlovich Della-Vos.
29p. 1mf. L1 ED 297 137

Skills Information System Review: A Report of Findings and Recommendations.
59p. 1mf. L1 ED 297 902

Transborder Information Flow

TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a Transborder Data Flow Perspective.
24p. 1mf. L2 ED 297 761

Transfer Policy

Credit Transfer: Guidelines for Student Transfer and Articulation among Missouri Colleges and Universities.
18p. 1mf. L1 ED 297 677

Transitional Programs

Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.
60p. 1mf. L1 ED 297 488

Two Years of Kindergarten: Ethical and Curricular Considerations.
18p. 1mf. L1 ED 297 884

Travel

Be There!
48p. 1mf. L1 ED 297 582

Personality Changes of American Teenage Participants in a Japanese Youth Exchange.
180p. 2mf. L1 ED 297 199

Profile of the U.S. Student Abroad--1984 and 1985.
114p. 2mf. L1 ED 297 589

Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667

Treaties

TDFs and Trade: The U.S.-Canada Free-Trade Agreement from a Transborder Data Flow Perspective.
24p. 1mf. L2 ED 297 761

Trend Analysis

Artists in the Workforce, 1950 to 1985.
276p. 3mf. L1 ED 298 027

Behavioral and Social Science: Fifty Years of Discovery.

306p. 4mf. L2 ED 298 055

Content Analysis of the Research on Giftedness: How Well Are We Doing?

26p. 1mf. L1 ED 297 524

Strategic Planning in Education: A Guide for Policymakers.

17p. 1mf. L1 ED 297 439

Therapy on the Telephone: The Decentralization of Traditional Therapy.

12p. 1mf. L1 ED 297 195

Tribal Sovereignty

Foundations for the Future of Alberta's Metis Settlements. Report of the MacEwan Joint Metis-Government Committee to Review the Metis Betterment Act and Regulations.

145p. 2mf. L1 ED 297 893

Tropical Forests

Tropical Forests. Global Issues Education Packet.

16p. 1mf. L2 ED 297 979

Truancy

Coping with Student Absenteeism.

14p. 1mf. L2 ED 297 451

Trudeau (Garry)

Doonesbury and the Limits of Satire.

31p. 1mf. L1 ED 297 377

Trustee Role

Manual for Trustees of the North Carolina Community College System.

52p. 1mf. L1 ED 297 823

Trustees

Manual for Trustees of the North Carolina Community College System.

52p. 1mf. L1 ED 297 823

Trusts (Financial)

Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.

67p. 1mf. L1 ED 297 920

Turn Taking

How Women vs. Men Manage Discourse: Turn-Taking in German.

21p. 1mf. L1 ED 297 576

Tutorial Programs

Commitment to Literacy: The Learning Center's Annual Report, 1986-87.

46p. 1mf. L1 ED 297 795

Tutoring

Peer Tutoring: Integrating Academic and Social Skills Remediation in the Classroom.

43p. 1mf. L1 ED 297 533

Teaching in the Secondary Schools: A Guide for Pre-Service Teachers.

116p. 2mf. L1 ED 298 098

Two Way Bilingual Programs
Two-Way Bilingual Programs: Language-Learning-as-Resource.
21p. 1mf. L1 ED 297 602

Two Year College Students
Associate Degree Nursing Program: Program Evaluation Report 88-4.
32p. 1mf. L1 ED 297 828

Collected Fall Enrollment Reports: University of Hawaii Community Colleges, 1983-1986.
110p. 2mf. L1 ED 297 798

Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817

Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839

Exclusivity of the Mathematics Department in Certifying Associate Degree Mathematics Competency.
78p. 1mf. L1 ED 297 976

New Start Program: Third-Year Report.
23p. 1mf. L1 ED 297 831

Performance Profile, Maryland Community Colleges.
14p. 1mf. L1 ED 297 807

PVCC Full-Time Students: Fall Quarter 1987. Research Report No. 5-88.
29p. 1mf. L1 ED 297 804

Report of the Student Evaluation of the Milwaukee Area Technical College. MATC Student Survey Comprehensive Report.
164p. 2mf. L1 ED 297 832

S.I.Q. Student Information Questionnaire: A Survey of Student Characteristics, Fall 1986.
170p. 2mf. L1 ED 297 800

Statewide Longitudinal Study. Interim Report.
16p. 1mf. L1 ED 297 833

Survey of Employers of 1986 Howard Community College Graduates: A Report of the Findings. Research Report Number 53.
21p. 1mf. L1 ED 297 809

Urban Community College Attempts To Assure Student Achievement: Creative Minority Initiatives.
21p. 1mf. L1 ED 297 792

Type A Behavior
Test-Taking Time, Performance, and the Type A Behavior Pattern.
11p. 1mf. L1 ED 297 223

Type B Behavior
Test-Taking Time, Performance, and the Type A Behavior Pattern.
11p. 1mf. L1 ED 297 223

Type I Errors

Number of Iterations in Monte Carlo Studies of Robustness.
11p. 1mf. L1 ED 298 155

Undergraduate Students
Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752
Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.
151p. 2mf. L1 ED 297 945

Undergraduate Study
Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.
97p. 2mf. L1 ED 298 002

Unemployment
National Commission for Employment Policy Eleventh Annual Report. Including Findings and Recommendations on Goals for the Workplace and Implications for Policy. Report No. 20.
34p. 1mf. L1 ED 297 116
Understanding the Employment of Actors. Research Division Report #3.
37p. 1mf. L1 ED 298 068
Women in Poverty: Training for Independence. Second Edition.
76p. 1mf. L2 ED 297 169

UNESCO
Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.
92p. 1mf. L2 ED 297 949

Union Catalogs
Task Force on Access to Information. Final Report.
70p. 1mf. L1 ED 297 729

Unions
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).
195p. 3mf. L1 ED 298 047

United Kingdom
Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
16p. 1mf. L2 ED 297 850
Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667

United States
Books Are 'Littler' than TV.
34p. 1mf. L1 ED 297 710

United States (South)
Southern College Women and "The Feminine Mystique."
34p. 1mf. L1 ED 297 642

United States Constitution
American Solution: Origins of the United States Constitution.
85p. 1mf. L1 ED 298 017
Freedom of Expression in the Original Constitution: A Bicentennial

Review.
9p. 1mf. L1 ED 297 411
Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

United States History
American Solution: Origins of the United States Constitution.
85p. 1mf. L1 ED 298 017
Our Community Development Challenge: Documents for American History Courses Featuring Public Works and the Rise of the City, 1871-1941.
30p. 1mf. L1 ED 298 016
This Honorable Court: Teacher's Guide.
24p. 1mf. L2 ED 298 025

Universities
Education in Asia and the Pacific: Reviews, Reports and Notes. Number 23.
155p. 2mf. L2 ED 298 013

University of California
Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report 88-9.
51p. 1mf. L1 ED 297 657

University of California Berkeley
Training Graduate Student Instructors .
11p. 1mf. L1 ED 297 612

University of California Santa Barbara
Report of the Task Force on Facilities, Space and Equipment.
166p. 2mf. L1 ED 297 730
Task Force on Access to Information. Final Report.
70p. 1mf. L1 ED 297 729
Task Force on Organization, Coordination and Staffing. Final Report.
171p. 2mf. L1 ED 297 731
Technology Task Force. OMS Public Services Study. Final Report.
85p. 1mf. L1 ED 297 732
User Needs and Education Task Force. Final Report.
200p. 3mf. L1 ED 297 733

University of Iowa
Pioneering Instructional Radio in the U.S.: Five Years of Frustration at the University of Iowa, 1925-1930.
13p. 1mf. L1 ED 297 104

University of Pittsburgh PA
Preservation Planning Project Study Team. Final Report.
97p. 2mf. L2 ED 297 737

University of Tennessee Knoxville
Library Survey Summary, University of Tennessee, Knoxville.
86p. 1mf. L1 ED 297 742

University of Washington
CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615
Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613
T.A. Training Planning Meeting, May 20, 1986. Center for Instructional Development and Research, University of Washington.
85p. 1mf. L1 ED 297 614

Urban Education
Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (13th, Chicago, Illinois, October 28-29, 1977).
114p. 2mf. L1 ED 298 042
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October 24-25, 1986).
247p. 3mf. L1 ED 298 051
Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.
361p. 4mf. L1 ED 297 965

Urban League
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).
195p. 3mf. L1 ED 298 047

Urban Mathematics Collaborative Project
Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.
361p. 4mf. L1 ED 297 965

Urban Schools
Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.
133p. 2mf. L1 ED 297 421

Urban Teaching
Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.
105p. 2mf. L2 ED 297 984
Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.
361p. 4mf. L1 ED 297 965

Use Studies
General Systems Theory and Instructional Design.
22p. 1mf. L1 ED 297 722

Manifold Access Approach to the Portrayal of Computer-Young Person Interactions in a Social Context.
18p. 1mf. L1 ED 297 724
Multidimensional Study of Adolescent Gender Differences in Computer Use and Impact.
31p. 1mf. L1 ED 297 725
Nonfiction Book Use by Academic Library Users. Research Report-88/1.
60p. 1mf. L1 ED 297 743
Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748
When Can You Weed an Unused Book?
9p. 1mf. L1 ED 297 762

User Guides

ITEMBANK: An Item Bank Package for the IBM PC. User's Guide, Version 1.0.
52p. mf. L3 ED 298 131
SFAP: Scan-Tron Forms Analysis Package for the IBM-PC. User's Guide, Version 2.0.
52p. mf. L3 ED 298 132
SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.
39p. mf. L3 ED 298 133
Test Analysis Package (TAP): A Microcomputer Questionnaire and Item Analysis Program. User's Guide for the IBM-PC. Version 2.0.
56p. mf. L3 ED 298 134

User Needs (Information)

Managing Alaska's Information Systems: A Participant-Observer Study.
47p. 1mf. L1 ED 297 757
Online Search Optimization.
71p. 1mf. L1 ED 297 777
Solving the Information Puzzle...An Andrews Library Handbook.
49p. 1mf. L1 ED 297 747
User Needs and Education Task Force. Final Report.
200p. 3mf. L1 ED 297 733

USSR

Life and Times of Victor Karlovich Della-Vos.
29p. 1mf. L1 ED 297 137

Utah

Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985

Utilities

It's Coming: Electricity For You.
43p. 1mf. L1 ED 298 004
Nuclear Powerplant Safety: Design and Planning.
19p. 1mf. L1 ED 297 955

Utopia
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).
133p. 2mf. L1 ED 298 039

Validated Programs
Basic Skills--Mathematics. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
53p. 1mf. L1 ED 298 001
Basic Skills-Multi Disciplinary. Proved Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
50p. 1mf. L1 ED 297 892
Early Childhood/Parent Involvement. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
66p. 1mf. L1 ED 297 891
Health/Physical Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
27p. 1mf. L1 ED 298 095

Validity
Employment Interviews: Structure, Validity, and Unanswered Questions.
17p. 1mf. L1 ED 297 219

Values
Who Speaks for Wolf? Not Project WILD.
19p. 1mf. L1 ED 297 903

Values Clarification
Building Curriculum for Young Children: Deciding on Content.
14p. 1mf. L1 ED 297 886

Values Education
Learning To Be Human: Confucian Resources for Rethinking General Education.
39p. 1mf. L1 ED 297 788

Vegetables
U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Verbal Communication
Relationship between Maternal Speech and Child Language Development: An Annotated Bibliography.
48p. 1mf. L1 ED 297 600

Vermont
Youth Suicide Prevention in Vermont. The Lieutenant Governor's Task Force.
39p. 1mf. L1 ED 297 244

Victims of Crime
Battered Children and Child Abuse. Highlights and Recommendations of the CIOMS/WHO Conference (Berne, Switzerland, December 1985).
21p. 1mf. L2 ED 297 206
Motor Vehicle Theft. Special Report.
13p. 1mf. L1 ED 297 246
Sexual Violence. Work in Progress No. 83-05.
11p. 1mf. L1 ED 297 252

Videodisks
Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
21p. 1mf. L2 ED 297 707
Developing and Validating Science Education Videodiscs.
39p. 1mf. L1 ED 297 943
Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
39p. 1mf. L2 ED 297 709
Interactive Laser Video Disc. Health Occupations Education.
31p. 1mf. L1 ED 297 164
New Approach to the Skills of Effective Teaching. Final Report of the FIPSE Project.
13p. 1mf. L1 ED 298 129
Training of Teachers in the Instructional Use of Technology.
94p. 1mf. L1 ED 297 694

Videotex
Evaluation Report on an Educational Teletext Programme about AIDS.
9p. 1mf. L1 ED 298 159

Violence
Gandhi's Nonviolent Rhetorical Perspective: A Unique Strategy for Peace Communication.
22p. 1mf. L1 ED 297 389
Mohandas Karamchand Gandhi's Rhetorical and Ethical Perspective: A Novel Approach.
27p. 1mf. L1 ED 297 388

Virginia
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806

Vision Tests
Analysis of Vision Screening in School Age Children.
15p. 1mf. L1 ED 298 091

Visiting Homemakers
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.

212p. 3mf. L1 ED 297 507

Visual Arts
Role of Discipline-Based Art Education in America's Schools.
47p. 1mf. L1 ED 298 034

Visual Impairments
International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simpasio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."
304p. 4mf. L2 ED 297 513

Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
31p. 1mf. L2 ED 297 514

Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.
47p. 1mf. L2 ED 297 515

Visual Learning
Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
31p. 1mf. L2 ED 297 514

Visual Perception
Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.
14p. 1mf. L1 ED 298 180

Figure/Ground Anomalies in Commercial Television: A Diagnostic Study.
29p. 1mf. L1 ED 297 412

Visual Stimuli
Figure/Ground Anomalies in Commercial Television: A Diagnostic Study.
29p. 1mf. L1 ED 297 412

Studying Photographic Advertising Illustrations and Their Effects.
30p. 1mf. L1 ED 297 403

Visual Thinking
Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.
14p. 1mf. L1 ED 298 180

Vocabulary Development
Acquisition of Word Meaning from Context by Children of High and Low Ability. Outstanding Dissertation Monograph 1985.
37p. 1mf. L1 ED 297 315

Vocabulary Skills
Acquisition of Word Meaning from Context by Children of High and Low Ability. Outstanding Dissertation Monograph 1985.
37p. 1mf. L1 ED 297 315

Vocational
Occupational Training Provided by the Military--A Viable Option.
27p. 1mf. L1 ED 297 129

Vocational Adjustment
Vocational & Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study. Final Report.
51p. 1mf. L1 ED 297 539

Vocational Education
((Educating the Handicapped to Enter the World of Work)).
8p. 1mf. L1 ED 297 522

Advisory Committee and Its Role in Program Planning at the Community College.
23p. 1mf. L1 ED 297 793

Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
110p. 2mf. L1 ED 297 159

Dropout Dilemma: Searching for Formulas That Work.
12p. 1mf. L1 ED 297 110

Dynamics of Secondary Vocational Classrooms machine-readable data file .
29p. 1mf. L3 ED 297 138

Enhancing the Program Evaluation Process in Minnesota's Technical Institutes: Four Recommendations.
34p. 1mf. L1 ED 297 174

Entrepreneurial Graduates of Minnesota's Technical Institutes.
61p. 1mf. L1 ED 297 172

Equity for Targeted Populations in Vocational Technical Education.
57p. 1mf. L1 ED 297 173

Finding Our Way from Here to There: A Parent's Guide to Sex-Fair Vocational Career Planning.
53p. 1mf. L1 ED 297 125

Guidelines for the Development, Implementation and Operation of School Vocational Education Councils.
34p. 1mf. L1 ED 297 130

Handbook for Vocational Advisory Committees. Revised. Voc. Ed. #170.
33p. 1mf. L1 ED 297 096

How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160

Incorporating Employability Skills into the Vocational Classroom.
13p. 1mf. L1 ED 297 124

Life and Times of Victor Karlovich Della-Vos.
29p. 1mf. L1 ED 297 137

Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132

Partnership Initiatives Involving Vocational Technical Education in Minnesota.

48p. 1mf. L1 ED 297 175
State Technical Committees. State of the Art. A Report on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984.
95p. 1mf. L2 ED 297 168
Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
128p. 2mf. L1 ED 297 161
Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
35p. 1mf. L1 ED 297 149
Vocational Education and the Retention of At-Risk Youth.
15p. 1mf. L1 ED 297 123
Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.
56p. 1mf. L1 ED 297 150

Vocational Followup
Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.
33p. 1mf. L1 ED 298 097
Entrepreneurial Graduates of Minnesota's Technical Institutes.
61p. 1mf. L1 ED 297 172

Vocational Schools
Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086

Volunteers
Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.
105p. 2mf. L2 ED 297 984
Facts and Faith: A Status Report on Youth Service.
56p. 1mf. L1 ED 298 234

Von Steuben (Friedrich Wilhelm)
Von Steuben and the German Contribution to the American Revolution: A Selective Bibliography.
45p. 1mf. L1 ED 298 018

Vowels
Dinka Vowel System. Publications in Linguistics Number 82.
102p. 2mf. L2 ED 297 580

W
Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
72p. 1mf. L1 ED 297 656

Wages

Wages and Salaries Paid Support Personnel in Public Schools, 1987-88. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
73p. mf. L3 ED 297 424

Washington

Keyboarding: Curriculum Guidelines.
39p. 1mf. L1 ED 297 112

Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws of 1986).
44p. 1mf. L1 ED 298 102

Report to the Legislature on the Teacher Assistance Program. (Chapter 507, Laws of 1987).
40p. 1mf. L1 ED 298 104

State Board of Education Initiatives: Professional Education in the 1980s.
45p. 1mf. L1 ED 298 119

Study of Washington-Trained Education Graduates Pursuing Certification and Careers Out of State.
29p. 1mf. L1 ED 298 118

Washington STAR Events Manual. Revised.
46p. 1mf. L1 ED 297 142

Washington (Seattle)

Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
14p. 1mf. L1 ED 297 863

Waste Disposal

Atoms to Electricity.
94p. 1mf. L1 ED 297 942

Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Water Pollution

Agriculture and Water Quality. Issues in Agricultural Policy. Agriculture Information Bulletin Number 548.
8p. 1mf. L1 ED 297 187

Water Quality

Agriculture and Water Quality. Issues in Agricultural Policy. Agriculture Information Bulletin Number 548.
8p. 1mf. L1 ED 297 187

Water Resources

Agriculture and Water Quality. Issues in Agricultural Policy. Agriculture Information Bulletin Number 548.
8p. 1mf. L1 ED 297 187

Waterways Project

Computers and the Waterways' Project.
10p. 1mf. L1 ED 297 358

Webbing (Planning)

Our Town Integrated Studies: A Resource.
138p. 2mf. L1 ED 298 054

Weeding (Library)

When Can You Weed an Unused Book?

9p. 1mf. L1 ED 297 762

Welfare Recipients

GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

Women in Poverty: Training for Independence. Second Edition.
76p. 1mf. L2 ED 297 169

Welfare Services

GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.
157p. 2mf. L2 ED 298 190

Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.
67p. 1mf. L1 ED 297 920

Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.
27p. 1mf. L1 ED 298 191

West Germany

Berlin's Adult Education Centres (Volkshochschulen) from 1945 to 1960.
7p. 1mf. L1 ED 297 105

Books Are 'Littler' than TV.
34p. 1mf. L1 ED 297 710

More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).
37p. 1mf. L1 ED 297 178

Politics of Aborted Reform: Education and the Legitimacy of the State in France and West Germany.
27p. 1mf. L1 ED 297 453

West Virginia

Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012

Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011

Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
14p. 1mf. L1 ED 297 895

White House Conference for a Drug Free Amer

White House Conference for a Drug Free America. Hearing on H.R. 3226 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, First Session (September 10, 1987).
27p. 1mf. L1 ED 297 238

White Students
Development of Ethnic Identity in Adolescents.
26p. 1mf. L1 ED 298 224

Whole Language Approach
Whole Language and Whole Language Instruction: A Definition.
17p. 1mf. L1 ED 297 270

Wildlife
Who Speaks for Wolf? Not Project WILD.
19p. 1mf. L1 ED 297 903

Wisconsin
Minimum Library Use Skills Survey.
10p. 1mf. L1 ED 297 758
Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.
137p. 2mf. L1 ED 297 760

Women Administrators
Barriers and Biases toward Women: Impediments to Administrative Progression.
13p. 1mf. L1 ED 297 669

Women Faculty
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107

Women Journalists
Women on Editorial Pages: Characteristics and Attitudes.
34p. 1mf. L1 ED 297 364

Womens Education
Attracting and Retaining Women Students for Science and Engineering. A Report from the Committee on the Status of Women in Ontario Universities.
28p. 1mf. L2 ED 297 646
Feminist Approaches to Science. The Athene Series.
212p. mf. L3 ED 297 990

Womens Studies
Feminism within the Science & Health Care Professions: Overcoming Resistance. The Athene Series.
168p. mf. L3 ED 297 991
Feminist Approaches to Science. The Athene Series.
212p. mf. L3 ED 297 990
Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Five, Number Two.
67p. 1mf. L1 ED 297 611
Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012
Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October

24-25, 1986).
247p. 3mf. L1 ED 298 051
Teaching Technology from a Feminist Perspective: A Practical Guide. The Athene Series.
171p. mf. L3 ED 297 989
Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.
67p. 1mf. L2 ED 298 058

Word Processing
Beyond Theory: Improving Public Relations Writing through Computer Technology.
23p. 1mf. L1 ED 297 342
Break up a File with EDLIN.
6p. 1mf. L1 ED 297 782
Information Processing Applications: Curriculum Guidelines.
133p. 2mf. L1 ED 297 111
Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
67p. 1mf. L1 ED 297 317

Wordsworth (William)
Radical Literary Education: A Classroom Experiment with Wordsworth's "Ode."
201p. mf. L3 ED 297 360

Work Attitudes
Incorporating Employability Skills into the Vocational Classroom.
13p. 1mf. L1 ED 297 124
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
14p. 1mf. L1 ED 297 126
Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.
20p. 1mf. L1 ED 297 128
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Adult Care.
24p. 1mf. L1 ED 297 127

World Problems
Fundamentals of U.S. Foreign Policy. Public Information Series.
104p. 2mf. L1 ED 298 026
What Is Newsworthy and What Is Not? A Comparison of U.S. and Latin American Gatekeepers.
29p. 1mf. L1 ED 297 323

Writi
Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
51p. 1mf. L1 ED 297 318

Writing (Composition)
Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706

Broad Nature of Intermediate EFL Writing: Difficulties and Challenges for the EFL Instructor.
30p. 1mf. L1 ED 297 599
Factors Which Influence Re-Entry Women in College Composition Classes.
13p. 1mf. L1 ED 297 326
From Writing to Composing: An Introductory Composition Course for Students of English.
178p. mf. L3 ED 297 361
Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.
40p. 1mf. L1 ED 297 334
Poet Teaches Composition.
13p. 1mf. L1 ED 297 347

Writing Across the Curriculum

In-Class Writing Assignments in the Content Areas.
7p. 1mf. L1 ED 297 350
Where Should Students Start Writing in the Disciplines?
15p. 1mf. L1 ED 297 341
Writing for Life.
131p. 2mf. L1 ED 297 373

Writing Assignments

From Writing to Composing: An Introductory Composition Course for Students of English.
178p. mf. L3 ED 297 361

Writing Attitudes

Factors Which Influence Re-Entry Women in College Composition Classes.
13p. 1mf. L1 ED 297 326

Writing Conferences

When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.
16p. 1mf. L1 ED 297 327

Writing Contexts

Language-for-Special-Purposes Theory and Basic Writing.
23p. 1mf. L1 ED 297 340
Where Should Students Start Writing in the Disciplines?
15p. 1mf. L1 ED 297 341
Writing for Life.
131p. 2mf. L1 ED 297 373

Writing Difficulties

Pragmatics and the Teaching of Writing.
10p. 1mf. L1 ED 297 322

Writing Evaluation

Grade 6 Achievement Test: English Language Arts. Part A: Composition.
12p. 1mf. L1 ED 297 352
Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134

Look at Writers' Comments Shared on Computer Screens: Can Electronic Mail Facilitate Peer Group Response?
44p. 1mf. L1 ED 297 723

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
33p. 1mf. L1 ED 298 160

Writing Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 165

Writing Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
31p. 1mf. L1 ED 298 162

1987 Colorado Writing Assessment.
26p. 1mf. L1 ED 297 320

Writing Exercises

Borrowing Language.
16p. 1mf. L1 ED 297 370

From Writing to Composing: An Introductory Composition Course for Students of English.
178p. mf. L3 ED 297 361

In-Class Writing Assignments in the Content Areas.
7p. 1mf. L1 ED 297 350

Knowledge Versus Knowing: The Facts and the Process of Teaching Thinking Skills.
12p. 1mf. L1 ED 297 348

Logging the Interpretive Act: Dialogical Interaction in the Literature Classroom.
21p. 1mf. L1 ED 297 369

Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324

Writing for Publication

Computers and the Waterways' Project.
10p. 1mf. L1 ED 297 358

Library Publications Programs. SPEC Kit 145.
117p. 2mf. L2 ED 297 772

Writing Improvement

Poet Teaches Composition.
13p. 1mf. L1 ED 297 347

Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.
22p. 1mf. L1 ED 297 332

Writing Instruction

Teaching of Written Language Skills to Mildly Handicapped Students . PRISE Reporter No. 18, October 1986.
6p. 1mf. L1 ED 297 519

Audits of Meaning: A Festschrift in Honor of Ann E. Berthoff.
264p. mf. L3 ED 297 366

Basic Skills--Language Arts/Writing: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
39p. 1mf. L1 ED 297 359

Broad Nature of Intermediate EFL Writing: Difficulties and Challenges for the EFL Instructor.
30p. 1mf. L1 ED 297 599

Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262

Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
20p. 1mf. L1 ED 297 803

Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.
162p. 2mf. L1 ED 297 338

Forming, Thinking, Writing: The Composing Imagination.
248p. mf. L3 ED 297 368

Freshman Strategy Seminar. A Pilot Study.
16p. 1mf. L1 ED 297 796

Graduate Instructor Representation in Writing Programs: Building Communities through Peer Support.
12p. 1mf. L1 ED 297 333

How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Ideas Plus: A Collection of Practical Teaching Ideas. Book Six.
66p. 1mf. L1 ED 297 345

National Standards: Oral and Written Communications.
17p. 1mf. L1 ED 297 351

Poet Teaches Composition.
13p. 1mf. L1 ED 297 347

Power Approach to Writing.
471p. 5mf. L2 ED 297 151

Pragmatics and the Teaching of Writing.
10p. 1mf. L1 ED 297 322

Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
53p. 1mf. L1 ED 297 261

When, Where, How, and Why of Conferencing: A Summary and Interpretation of a Teacher Survey.
16p. 1mf. L1 ED 297 327

Who Are We Missing? Why Some Students Are Failing Freshman Composition...and How Others Are Succeeding.
25p. 1mf. L1 ED 297 785

Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
67p. 1mf. L1 ED 297 317

Writing for Life.

131p. 2mf. L1 ED 297 373

Writing Laboratories
Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
67p. 1mf. L1 ED 297 317

Writing Processes
Audits of Meaning: A Festschrift in Honor of Ann E. Berthoff.
264p. mf. L3 ED 297 366

Discovery of the Self through the Writing Process: Autobiography as a Heuristic of Identity.
16p. 1mf. L1 ED 297 362

Factors Which Influence Re-Entry Women in College Composition Classes.
13p. 1mf. L1 ED 297 326

How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.
40p. 1mf. L1 ED 297 334

Research Paper Guide for Merrimack High School. 2nd Edition.
42p. 1mf. L1 ED 297 356

Using Writing To Integrate the Curriculum: The Constructs at the Core.
21p. 1mf. L1 ED 297 787

Where Should Students Start Writing in the Disciplines?
15p. 1mf. L1 ED 297 341

Writing for Life.
131p. 2mf. L1 ED 297 373

Writing Skills
Broad Nature of Intermediate EFL Writing: Difficulties and Challenges for the EFL Instructor.
30p. 1mf. L1 ED 297 599

Content of Composition Courses.
20p. 1mf. L1 ED 297 357

Guidelines: Writing for Adults with Limited Reading Skills.
25p. 1mf. L1 ED 297 192

Language-for-Special-Purposes Theory and Basic Writing.
23p. 1mf. L1 ED 297 340

Power Approach to Writing.
471p. 5mf. L2 ED 297 151

Research Paper Guide for Merrimack High School. 2nd Edition.
42p. 1mf. L1 ED 297 356

Writing to Read
Writing To Read: The Shape of Interpretation.
13p. 1mf. L1 ED 297 268

Writing to Study
Writing to Study and Learn.
58p. 1mf. L1 ED 297 316

Written Language
Commonly Asked Questions: Communication Techniques and Aids. Revised.
6p. 1mf. L1 ED 297 500
Punctuation and the Prosody of Written Language. Technical Report No. 11.
36p. 1mf. L1 ED 297 319
Wyoming
Statewide Longitudinal Study. Interim Report.
16p. 1mf. L1 ED 297 833
Year
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
4p. 1mf. L1 ED 298 213
York Region Board of Education ON
Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494
Young Adults
Development of Ethnic Identity in Adolescents.
26p. 1mf. L1 ED 298 224
Reading Newspapers: The Practices of America's Young Adults. A Summary.
20p. 1mf. L1 ED 297 330
Young Children
Books Are 'Littler' than TV.
34p. 1mf. L1 ED 297 710
Early Peer Relations: Developmental Significance and Prognostic Implications.
23p. 1mf. L1 ED 297 885
Effects of Age, Vocabulary Knowledge, Gender, Ethnicity, and Socioeconomic Status on Young Children's Analogy Performance.
38p. 1mf. L1 ED 297 888
Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.
207p. 3mf. L1 ED 297 848
International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simpasio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."
304p. 4mf. L2 ED 297 513
Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.
40p. 1mf. L1 ED 297 882
Longitudinal Findings for Early Childhood Programs: Focus on Direct Instruction.

10p. 1mf. L1 ED 297 874
Research and Related Issues: Cognitive Development of the Young Child.
9p. 1mf. L1 ED 297 876
Social Development of the Young Child: Two Theories, Two Stories.
10p. 1mf. L1 ED 297 875
Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.
137p. 2mf. L1 ED 297 760

Youth
Youth in Crisis: Living On the Jagged Edge.
44p. 1mf. L1 ED 298 214

Youth Problems
Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (September 11, 1987).
269p. 3mf. L1 ED 297 236
Hearing on H.R. 457, the Youth Suicide Prevention Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
72p. 1mf. L1 ED 297 248

Youth Programs
Addressing the Causes of Youth Crime.
34p. 1mf. L2 ED 298 186
Facts and Faith: A Status Report on Youth Service.
56p. 1mf. L1 ED 298 234

Yukon Territory
Teaching in Yukon.
25p. 1mf. L1 ED 297 918

Zoroastrianism
Last Stronghold of Traditional Zoroastrianism. Teaching Aids for the Study of Inner Asia, No. 7.
33p. 1mf. L2 ED 298 022
Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.
37p. 1mf. L1 ED 298 019

Accrediting Commission for Junior Colleges, Modesto, Calif.
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818

Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
Status of Handicapped Children in Head Start Programs: Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.
50p. 1mf. L1 ED 297 559

Air Force Human Resources Lab., Brooks AFB, Texas.
Identifying Potentially Biased Test Items: A Comparison of the Mantel-Haenszel Statistic and Several Item Response Theory Methods.
37p. 1mf. L1 ED 298 135

Alabama Public Library Service, Montgomery.
Alabama Public Library Service, 1987 Annual Report.
22p. 1mf. L1 ED 297 763

Alabama State Dept. of Education, Montgomery.
Alabama Career Incentive Program. Evaluator's Manual.
51p. 1mf. L1 ED 298 127

Alabama Career Incentive Program. Observer Manual.
87p. 1mf. L1 ED 298 126

Alaska State Dept. of Community and Regional Affairs, Juneau.
Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
21p. 1mf. L1 ED 297 860

Alaska State Dept. of Education, Juneau.
Latchkey Before and After School Childcare: How To Start a Before and After School Child Care Program.
21p. 1mf. L1 ED 297 860

Alaska State Dept. of Education, Juneau. Office of Special Services.
Community Schools in Alaska: FY 87 Report.
31p. 1mf. L1 ED 297 907

Alaska Univ., Anchorage. Inst. of Social and Economic Research.
Poverty and Public Assistance among Alaska Natives: Implications for 1991.
43p. 1mf. L2 ED 297 914

Alberta Dept. of Education, Edmonton.
Grade 12 Diploma Examination: Biology 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Biologie 30. Juin 1988.
75p. 1mf. L1 ED 297 958

Grade 12 Diploma Examination: Chemistry 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Chimie 30. Juin 1988.
53p. 1mf. L1 ED 297 959

Grade 12 Diploma Examination: Physics 30. June 1988 = Examen en vue du Diplome Douzieme Annee: Physique 30. Juin 1988.
59p. 1mf. L1 ED 297 960

Grade 12 Diploma Examination: Social Studies 30.
34p. 1mf. L1 ED 298 065

Grade 6 Achievement Test: English Language Arts. Part B: Reading (Multiple Choice).

23p. 1mf. L1 ED 297 353

Grade 6 Achievement Test: English Language Arts. Part A: Composition.

12p. 1mf. L1 ED 297 352

Partnership Program Evaluation Study, Calgary Board of Education.

174p. 2mf. L1 ED 297 141

Alberta Ministry of Municipal Affairs, Edmonton.

Foundations for the Future of Alberta's Metis Settlements. Report of the MacEwan Joint Metis-Government Committee to Review the Metis Betterment Act and Regulations.

145p. 2mf. L1 ED 297 893

American Association for Higher Education, Washington, D.C.

Discrimination Litigation in Academe: Effects on Institutions and Individuals.

19p. 1mf. L1 ED 297 619

American Association of Colleges for Teacher Education, Washington, D.C.

Commitment to America's Children.

21p. 1mf. L1 ED 298 121

Development of Expertise in Pedagogy.

35p. 1mf. L1 ED 298 122

Minority Teacher Recruitment & Retention. A Public Policy Issue. Proceedings and Background Material of the Wingspread Conference (Racine, Wisconsin, August 5-7, 1987).

42p. 1mf. L1 ED 298 123

School Leadership Preparation: A Preface for Action.

24p. 1mf. L1 ED 298 093

American Association of Community and Junior Colleges, Washington, D.C.

Corporation and Foundation Giving to Community Colleges.

84p. 1mf. L1 ED 297 827

Excellence in Educational Fund Raising at America's Community Colleges and a Key Resources Guide for Educational Fund Raising.

59p. 1mf. L1 ED 297 826

American Association of School Administrators, Arlington, Va.

Least Restrictive Environment. Abstract III: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 551

American Council on Consumer Interests, Columbia, Mo.

Frontier of Research in the Consumer Interest. Proceedings of the International Conference on Research in the Consumer Interest (Racine, Wisconsin, August 16-19, 1986).

874p. 10mf. L2 ED 297 136

American Council on Education, Washington, D.C.

From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).

241p. 3mf. L2 ED 297 624

American Inst. for Foreign Study, Greenwich, Conn.

Impact of an International Education on College Acceptance and Career Development.

19p. 1mf. L1 ED 298 056

American Library Association, Chicago, IL. Office of Research.
Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754

American Public Welfare Association, Washington, D.C.
Serving the Newly Legalized: Their Characteristics and Current Needs.
78p. 1mf. L1 ED 298 243

Amoco Foundation, Inc., Chicago, IL.
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802

Andrew W. Mellon Foundation, New York, N.Y.
Carolyn Werbel's Journal: Voicing the Struggle To Make Meaning of Mathematics. Working Paper No. 160.
22p. 1mf. L2 ED 297 977

Antelope Valley Coll., Lancaster, Calif.
Collective Bargaining Agreement between Antelope Valley Community College and Antelope Valley College Faculty Association, June 13, 1988.
88p. 1mf. L1 ED 297 837

Appalachia Educational Lab., Charleston, W. Va.
School Dropouts: Policy Prospects. Policy Issues.
26p. 1mf. L1 ED 297 423

Arizona Commission of Indian Affairs, Phoenix.
Arizona Commission of Indian Affairs 1986-87 Annual Report.
26p. 1mf. L1 ED 297 913

Arizona State Dept. of Economic Security, Phoenix.
Arizona Labor Market Information (LMI) Directory.
22p. 1mf. L1 ED 297 118

Finding a New Job with Skills You Already Have. A Do-It-Yourself Guide to Analyzing Your Skills and Using Them To Find a New Job or Start a New Career.
53p. 1mf. L2 ED 297 119

Arizona State Univ., Tempe. Communication Research Center.
International Teaching Assistant Training Seminar at Arizona State University.
9p. 1mf. L1 ED 297 605

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.
Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 8.
62p. 1mf. L1 ED 297 260

Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259

Arkansas Univ., Little Rock.
Adult Learners: Needs, Problems, Disabilities, Development and Solutions. Bibliographical Review 1978-1987.
46p. 1mf. L1 ED 297 099

Analysis of Teacher Education Needs as Perceived by Arkansas Adult Educators.

57p. 1mf. L1 ED 297 100

Association for Asian Studies, Ann Arbor, Mich.

Last Stronghold of Traditional Zoroastrianism. Teaching Aids for the Study of Inner Asia, No. 7.

33p. 1mf. L2 ED 298 022

Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.

37p. 1mf. L1 ED 298 019

Association of California Community Coll. Administrators.

Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).

31p. 1mf. L1 ED 297 818

Association of Canadian Community Colleges.

Community Colleges in Canada: A Current Profile.

21p. 1mf. L1 ED 297 842

Association of College Unions-International, Bloomington, IN.

Back to Basics: Unions Reaffirms Their Campus Roles.

6p. 1mf. L1 ED 297 621

Converting Bowling Balls into Apples and Macs.

5p. 1mf. L1 ED 297 616

Greek Life on Campus. How Will a Changing Society Affect It?

4p. 1mf. L1 ED 297 617

Working with Gay and Lesbian Students.

5p. 1mf. L1 ED 297 622

Association of Mathematics Teachers of New Jersey, Vineland.

Adventures in Mathematics: The N-dimensional Journeys. Monograph Number 3.

60p. 1mf. L1 ED 297 993

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Library Development and Fund Raising Capabilities. SPEC Kit 146.

129p. 2mf. L2 ED 297 773

Library Publications Programs. SPEC Kit 145.

117p. 2mf. L2 ED 297 772

Preservation Planning Project Study Team. Final Report.

97p. 2mf. L2 ED 297 737

Search Procedures for Senior Library Administrators. SPEC Kit 143.

111p. 2mf. L2 ED 297 736

Atlantic Richfield Foundation, Los Angeles, CA.

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.

43p. 1mf. L1 ED 297 643

Paying for College: Student Loans and Alternative Financing Mechanisms.

30p. 1mf. L1 ED 297 644

Austin Independent School District, Tex.
Effects of Various Middle-Grade Configurations.
15p. 1mf. L1 ED 297 417

Australian Inst. of Family Studies, Melbourne.
"Don't Feel the World is Caving In": Adolescents in Divorcing Families. Monograph No. 6.
171p. 2mf. L2 ED 297 232

Homelessness: An Annotated Bibliography of Australian Research.
174p. 2mf. L2 ED 297 231

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
Beyond Amplification: Using the Computer To Reorganize Mental Functioning. Technical Report No. 38.
35p. 1mf. L2 ED 297 706

Design Options for Interactive Videodisc: A Review and Analysis. Technical Report No. 39.
21p. 1mf. L2 ED 297 707

Getting the Picture: Four Classroom Case Studies of Videodisc Use in Schools. Technical Report No. 41.
39p. 1mf. L2 ED 297 709

Teachers' Adoption of Multimedia Technologies for Science and Mathematics Instruction. Technical Report No. 40.
28p. 1mf. L2 ED 297 708

Berman, Weiler Associates, Berkeley, CA.
Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663

Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.
179p. 2mf. L1 ED 297 665

Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664

Blind Children's Fund, Mburndale, MN.
Watch Me Grow! A Text for the Early Education of the Blind Child = Miradme! Texto para la Educacion Precoz del Nino Ciego.
47p. 1mf. L2 ED 297 515

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.
15p. 1mf. L1 ED 297 280

Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281

Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Brigham Young Univ., Provo, Utah.
How To Use the SilverPlatter Software To Search the ERIC CD ROM.
9p. 1mf. L1 ED 297 739

Brigham Young Univ., Provo, Utah. Coll. of Education.
New Approach to the Skills of Effective Teaching. Final Report of the FIPSE Project.

13p. 1mf. L1 ED 298 129

British Columbia Univ., Vancouver. Centre for Continuing Education.
Invisible Giant: A History of Adult Education in British Columbia. Occasional Papers in Continuing Education Number 25.
55p. 1mf. L1 ED 297 146

British Council, London (England).
ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
31p. 1mf. L1 ED 297 570

Broadcasting Support Services, London (England).
Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
34p. 1mf. L1 ED 297 089

Buckeye Association of School Administrators, Westerville, OH.
Opinions of Ohio Public School Superintendents about Issues in Adult Education in Relation to Selected Personal and Programmatic Variables. Executive Summary.
5p. 1mf. L1 ED 297 095

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Report on BIA Education: Excellence in Indian Education through the Effective Schools Process. Final Review Draft.
294p. 4mf. L1 ED 297 899

Bureau of the Census (DOC), Suitland, Md. Population Div.
Money Income and Poverty Status in the United States: 1987. (Advance Data from the March 1988 Current Population Survey). Current Population Reports: Consumer Income.
80p. 1mf. L1 ED 298 241

School Enrollment--Social and Economic Characteristics of Students: October 1986. Current Population Reports: Population Characteristics.
125p. 2mf. L1 ED 298 240

California Association of Community Colleges, Sacramento.
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818

California Community Colleges Trustees Association, Sacramento.
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818

California Community Colleges, Sacramento. Academic Senate.
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818

California State Dept. of Education, Sacramento.
GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.

24p. 1mf. L2 ED 297 858
Rationale and Content for English-Language Arts. Survey of Academic Skills: Grade 12. Preliminary Edition.
49p. 1mf. L2 ED 297 349

California State Dept. of Social Services, Sacramento.
GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

California State Library, Sacramento.
Long Range Program. Library Services and Construction Act, Fiscal Year 1988-1992.
60p. 1mf. L1 ED 297 753

California State Postsecondary Education Commission, Sacramento.
Eligibility for Freshman Admission to the University of California. A Statement to the Regents of the University on the Commission's 1986 Eligibility Study by William H. Pickens, Executive Director of the Commission, February 18, 1988. Report 88-11.
14p. 1mf. L1 ED 297 659
Evaluation of the California Academic Partnership Program (CAPP). A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Report 88-13.
72p. 1mf. L1 ED 297 656
Exploring Faculty Development in California Higher Education. Volume I, Executive Summary and Conclusions. Report 88-18.
30p. 1mf. L1 ED 297 663
Exploring Faculty Development in California Higher Education. Volume II, Findings. Report 88-19.
160p. 2mf. L1 ED 297 664
Exploring Faculty Development in California Higher Education. Volume III, Appendix. Report 88-20.
179p. 2mf. L1 ED 297 665
Faculty Salaries in California's Public Universities 1988-89. The Commission's 1987 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Report 88-9.
51p. 1mf. L1 ED 297 657
Legislative Update for March 1988. A Staff Report to the California Postsecondary Education Commission. Report 88-16.
36p. 1mf. L1 ED 297 654
Overview of the 1988-89 Governor's Budget for Postsecondary Education in California. Report 88-8.
19p. 1mf. L1 ED 297 653
Standardized Tests Used for Higher Education Admission and Placement in California during 1987. The Third in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984). Report 88-14.
118p. 2mf. L1 ED 297 658
State Policy for Faculty Development in Higher Education. A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act. Report 88-17.
36p. 1mf. L1 ED 297 655
Status Report on Human Corps Activities. Report 88-24.
100p. 2mf. L1 ED 297 652
Time to Degree in California's Public Universities. Factors Contributing to the Length of Time Undergraduates Take To Earn Their Bachelor's Degree. Report 88-12.

117p. 2mf. L1 ED 297 660

California State Univ., Long Beach.

Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.

24p. 1mf. L2 ED 297 858

California Univ., Berkeley.

Parents as Partners: Planning Early for Your Children's School Success and College Attendance = Los Padres como Socios: Planificando para el Exito Escolar y la Asistencia al Colegio de Sus Ninos.

24p. 1mf. L2 ED 297 858

California Univ., Berkeley. Center for the Study of Writing.

Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.

40p. 1mf. L1 ED 297 334

Punctuation and the Prosody of Written Language. Technical Report No. 11.

36p. 1mf. L1 ED 297 319

Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.

51p. 1mf. L1 ED 297 318

California Univ., Berkeley. Office of Educational Development.

Training Graduate Student Instructors.

11p. 1mf. L1 ED 297 612

California Univ., Santa Barbara. University Library.

Chicanos: A Checklist of Current Materials, Nos. 1-2, January-December 1986.

37p. 1mf. L1 ED 297 912

Chicanos: A Checklist of Current Materials, No. 1, January-June 1985.

28p. 1mf. L1 ED 297 911

Report of the Task Force on Facilities, Space and Equipment.

166p. 2mf. L1 ED 297 730

Task Force on Access to Information. Final Report.

70p. 1mf. L1 ED 297 729

Task Force on Organization, Coordination and Staffing. Final Report.

171p. 2mf. L1 ED 297 731

Technology Task Force. OMS Public Services Study. Final Report.

85p. 1mf. L1 ED 297 732

User Needs and Education Task Force. Final Report.

200p. 3mf. L1 ED 297 733

Canadian Business Task Force on Literacy, Toronto (Ontario).

Measuring the Costs of Illiteracy in Canada.

55p. 1mf. L1 ED 297 152

Canadian Council of Ministers of Education, Toronto (Ontario).

Funding and Costs of Special Education. Report Prepared for the Council of Ministers of Education, Canada = Financement et cout de l'education de L'denfance en difficulte. Rapport redige pour le Conseil des ministres de l'Education (Canada).

93p. 1mf. L1 ED 297 538

Canadian Dept. of External Affairs, Ottawa (Ontario).
Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
150p. 2mf. L1 ED 298 029

Canadian Mathematics Education Study Group.
Canadian Mathematics Education Study Group (Groupe Canadien D'etude en Didactique des Mathematiques). Proceedings of the Study Group Meeting (10th, St. John's, Newfoundland, Canada, June 8-12, 1986).
147p. 2mf. L1 ED 297 966

Carnegie Corp. of New York, N.Y.
Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194

Effective Dropout Prevention: The Case for Schoolwide Reform.
77p. 1mf. L1 ED 298 225

Toward Improving Rural Schools with Implications for the Teaching of Science.
24p. 1mf. L1 ED 297 926

Carnegie Foundation for the Advancement of Teaching.
Report Card on School Reform. The Teachers Speak.
90p. 1mf. L2 ED 298 099

CAUSE, Boulder, Colo.
Single System Image: An Information Systems Strategy. Professional Paper Series, #1.
30p. 1mf. L1 ED 297 687

Center for Education Statistics (OERI/ED), Washington, DC.
Attainment Status of Asian Americans in Higher Education.
32p. 1mf. L1 ED 297 635

Characteristics of Library Networks, 1985-1986. OERI Bulletin.
8p. 1mf. L1 ED 297 780

Private School Teachers: Education and Training, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 088

Private School Teachers' Opinions, 1985-86. OERI Bulletin.
14p. 1mf. L1 ED 298 087

Public Education Agency Universe, 1986-87: Final Tabulations. E.D. Tabs.
8p. 1mf. L1 ED 297 437

Public Elementary and Secondary Enrollments: Outlook to the Year 2000. OERI Bulletin.
8p. 1mf. L1 ED 297 478

Public School Graduates, 1981-1985. OERI Historical Report.
23p. 1mf. L1 ED 297 479

Racial/Ethnic Data for 1984 Fall Enrollment and Earned Degree Recipients for Academic Year 1984-85. E.D. Tabs.
75p. 1mf. L1 ED 297 674

Some Attributes of Teachers in Private Elementary and Secondary Schools, 1985-86. OERI Bulletin, March 1987.

14p. 1mf. L1 ED 298 089
Trends in Minority Enrollment in Higher Education, Fall 1976-Fall 1986. Center for Education Statistics Survey Report.
28p. 1mf. L1 ED 297 662

Center for Policy Research in Education.
Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229
Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956
Indicators of Literacy.
51p. 1mf. L1 ED 297 302
Standardizing School Dropout Measures. CPRE Research Report Series.
33p. 1mf. L1 ED 298 184

Center for Research on Elementary and Middle Schools, Baltimore, MD.
Analytical Description of the School Principal's Job. Report No. 13
135p. 2mf. L1 ED 297 418
Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262
Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
39p. 1mf. L1 ED 297 263
Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
53p. 1mf. L1 ED 297 261

Center for the Study of Community Colleges, Los Angeles, Calif.
Pilot Study on Needs in the Sciences in Community Colleges.
33p. 1mf. L1 ED 297 801

Center for the Study of Writing, Berkeley, CA.
How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Center for the Study of Writing, Pittsburgh, PA.
How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Centers for Disease Control (DHHS/PHS), Atlanta, GA.
Guidelines for Effective School Health Education To Prevent the Spread of AIDS.
17p. 1mf. L1 ED 298 114
Survey of Research on Sexually Transmitted Diseases.
140p. 2mf. L1 ED 298 112

Central Wisconsin Environmental Station, Stevens Point.
Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
103p. 2mf. L1 ED 297 970
Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
104p. 2mf. L1 ED 297 973
Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.

101p. 2mf. L1 ED 297 971

Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.

116p. 2mf. L1 ED 297 972

Charles F. Kettering Foundation, Dayton, Ohio.

Literacy Program. National Issues Forums Special Report.

9p. 1mf. L1 ED 297 091

Chemawa Indian School, Salem, OR.

Chemawa Indian School: A Strong Spirit of Growth.

21p. 1mf. L1 ED 297 894

Child Trends, Inc., Washington, DC.

Technical Notes to the Tables on Children, Education and Poverty.

48p. 1mf. L1 ED 298 189

Cincinnati Public Schools, Ohio.

Low Achieving Schools Assessment. Year Two Bronson Settlement.

79p. 1mf. L1 ED 298 183

Cincinnati Public Schools, Ohio. Dept. of Curriculum and Instruction.

Resource Catalog. Design for School Excellence School Improvement Program, 1986-87.

50p. 1mf. L1 ED 297 441

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Training Program for Paraprofessionals Working in Special Education and Related Services.

195p. 3mf. L2 ED 297 517

Claremont Graduate School, Calif.

Writing and Reading in a Culturally Diverse Society: Proceedings of the Claremont Reading Conference (53rd, Claremont, California, March 20-21, 1987). 51st Yearbook.

234p. mf. L3 ED 297 300

Cleveland Public Schools, Ohio.

Analysis of Reading Discrepancies for 1986-1987: Cleveland City School District.

146p. 2mf. L1 ED 297 266

College Board, New York, NY.

Guidelines on the Uses of College Board Test Scores and Related Data.

17p. 1mf. L1 ED 297 618

Teacher's Guide to Advanced Placement Courses in Biology.

96p. mf. L3 ED 297 929

College Entrance Examination Board, New York, N.Y.

Computerized Adaptive Testing: The State of the Art in Assessment at Three Community Colleges.

46p. 1mf. L2 ED 297 799

College Reading Association.

Proceedings of the College Reading Association, Volume 11, Fall 1970.

144p. 2mf. L1 ED 297 293

Proceedings of the College Reading Association, Volume 10, Fall 1969.

229p. 3mf. L1 ED 297 292

Proceedings of the College Reading Association, Volume 9, Fall 1968.

161p. 2mf. L1 ED 297 291

Proceedings of the College Reading Association, Volume 8, Fall 1967.

171p. 2mf. L1 ED 297 290
Proceedings of the College Reading Association, Volume 7, Fall 1966.

116p. 2mf. L1 ED 297 289
Proceedings of the College Reading Association, Volume 6, Fall 1965.

140p. 2mf. L1 ED 297 288
Proceedings of the College Reading Association, Volume 5, Fall 1964.

78p. 1mf. L1 ED 297 287
Proceedings of the College Reading Association, Volume 4, Summer 1963.

98p. 2mf. L1 ED 297 286
Proceedings of the College Reading Association, Volume 3, Summer 1962.

74p. 1mf. L1 ED 297 285
Proceedings of the College Reading Association, Volume 2, Summer 1961.

102p. 2mf. L1 ED 297 284
Proceedings of the College Reading Association, Volume 1, Spring 1961.

82p. 1mf. L1 ED 297 283

Colorado Endowment for the Humanities, Denver.
Humanities and High Order Thinking Skills. Task Force Report.
19p. 1mf. L1 ED 298 015

Colorado State Dept. of Education, Denver.
Alternatives to Certification. Issue Paper #8602. Revised.
8p. 1mf. L1 ED 298 116

Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198

Teaching without Subject Preparation. Issue Paper #8603.
14p. 1mf. L1 ED 298 111

1987 Colorado Writing Assessment.
26p. 1mf. L1 ED 297 320

Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
Humanities and High Order Thinking Skills. Task Force Report.
19p. 1mf. L1 ED 298 015

Report of the Social Studies Task Force.
23p. 1mf. L1 ED 298 014

Colorado Univ., Boulder.
Tips for Teaching.
8p. 1mf. L1 ED 297 676

Commission of the European Communities, Brussels (Belgium).
Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097

Comprehensive Adult Student Assessment System, San Diego, CA.
GAIN Appraisal Program II. Second Report, November 1987.
49p. 1mf. L1 ED 297 819

Congress of the U. S., Washington, D. C. House Committee on Government Operations.
Equal Access to Health Care: Patient Dumping. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (July 22, 1987).

468p. 5mf. L1 ED 297 237

Federal Role in Providing Services to the Mentally Ill. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, First Session (May 19, 1987).

220p. 3mf. L1 ED 297 240

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Hearing on H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (September 11, 1987).

269p. 3mf. L1 ED 297 236

Hearing on H.R. 457, the Youth Suicide Prevention Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

72p. 1mf. L1 ED 297 248

Juvenile Justice and Deliquency Prevention Amendments of 1988. House of Representatives, One Hundredth Congress, Second Session.

71p. 1mf. L1 ED 297 243

Older Americans Act Amendments of 1987. House of Representatives, One Hundredth Congress, First Session.

69p. 1mf. L1 ED 297 242

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

White House Conference for a Drug Free America. Hearing on H.R. 3226 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, First Session (September 10, 1987).

27p. 1mf. L1 ED 297 238

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Abuses in Guardianship of the Elderly and Infirm: A National Disgrace. A Briefing by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (September 25, 1987).

140p. 2mf. L1 ED 297 241

(Continued)

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Planning for an Aging America: The Void in Reliable Data. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, First Session (October 20, 1987).
152p. 2mf. L1 ED 297 239

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Book Preservation Technologies.
124p. 2mf. L1 ED 297 778

Book Preservation Technologies. Summary.
26p. 1mf. L1 ED 297 779

Images of Science: Factors Affecting the Choice of Science as a Career.
96p. 1mf. L1 ED 297 961

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Indian Education. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (Pine Ridge, South Dakota, August 17, 1987).
194p. 3mf. L1 ED 297 924

Indian Education--Part 2. Hearing on S.1645 To Reauthorize Certain Indian Educational Programs, before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, First Session (September 29, 1987).
274p. 3mf. L1 ED 297 925

Connecticut State Board of Trustees for State Technical Colleges, Hartford.

Connecticut State Technical Colleges Fact Book, 1987-88.
113p. 2mf. L1 ED 297 839

Demographic Study and Projection: Faculty and Professional Staff, State Technical Colleges.
74p. 1mf. L1 ED 297 840

Connecticut State Dept. of Education, Hartford.

Four Year Olds: Who Is Responsible?
43p. 1mf. L1 ED 297 868

Martin Luther King, Jr. Teacher's Resource Manual.
67p. 1mf. L1 ED 298 063

Serving Connecticut's Four-Year-Old Children and Their Families: Establishing the Infrastructure. A Report of the Committee on Four-Year-Olds, Their Families and the Public Schools.

66p. 1mf. L1 ED 297 859

Conrad N. Hilton Foundation, Los Angeles, CA.

Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211

Consortium for Language Teaching and Learning.

Governance of Foreign Language Teaching and Learning. Proceedings of a Symposium (Princeton, New Jersey, October 9-11, 1987).
141p. 2mf. L1 ED 297 607

Consortium on Educational Policy Studies, Bloomington, IN.

Models of Teacher Evaluation. Policy Bulletin No. 2.
5p. 1mf. L1 ED 297 456

Corporation for Public Broadcasting, Washington, D.C.

This Honorable Court: Teacher's Guide.
24p. 1mf. L2 ED 298 025

Training of Teachers in the Instructional Use of Technology.
94p. 1mf. L1 ED 297 694

Correctional Education Association.

Standards for Adult and Juvenile Correctional Education Programs.
21p. 1mf. L1 ED 297 087

Council for Basic Education, Washington, D.C.

New Teachers, Better Teachers. A Report on Two Initiatives in New Jersey.
26p. 1mf. L1 ED 298 094

Council for Cultural Cooperation, Strasbourg (France).

CDCC's Teacher Bursaries Scheme: European Teachers' Seminar on "Bullying in Schools" (Stavanger, Norway, August 2-7, 1987).
51p. 1mf. L1 ED 297 202

Computer-Aided Learning: A Self-Destroying Prophecy?
23p. 1mf. L2 ED 297 711

Primary Education in Iceland. Project No. 8: "Innovation in Primary Education."
9p. 1mf. L2 ED 297 851

Primary Education in Malta. Project No. 8: "Innovation in Primary Education."
10p. 1mf. L2 ED 297 852

Primary Education in Switzerland. Project No. 8: "Innovation in Primary Education."
15p. 1mf. L2 ED 297 870

Primary Education in the United Kingdom. Project No. 8: "Innovation in Primary Education."
16p. 1mf. L2 ED 297 850

Utilization and Research Programming: Major Concerns of Educational Policy Oriented Research for the '80s.
20p. 1mf. L1 ED 297 623

Council for International Organizations of Medical Sciences, Geneva (Switzerland).

Battered Children and Child Abuse. Highlights and Recommendations of the CIOMS/WHO Conference (Berne, Switzerland, December 1985).
21p. 1mf. L2 ED 297 206

Council for the Advancement and Support of Education, Washington, D.C.

Corporation and Foundation Giving to Community Colleges.
84p. 1mf. L1 ED 297 827

Excellence in Educational Fund Raising at America's Community Colleges and a Key Resources Guide for Educational Fund Raising.
59p. 1mf. L1 ED 297 826

Council of Chief State School Officers, Washington, D.C.

Foundations of American Citizenship: New Directions for Education.
184p. 2mf. L2 ED 298 062

Humanities and High Order Thinking Skills. Task Force Report.
19p. 1mf. L1 ED 298 015

Council of Educational Facility Planners, International, Columbus, OH.

Program of Requirements Guidelines.
23p. 1mf. L2 ED 297 465

Council of Ontario Universities, Toronto.

Attracting and Retaining Women Students for Science and Engineering. A Report from the Committee on the Status of Women in Ontario Universities.
28p. 1mf. L2 ED 297 646

Council on International Educational Exchange, New York, N.Y.

Profile of the U.S. Student Abroad--1984 and 1985.
114p. 2mf. L1 ED 297 589

Council on Library Resources, Inc., Washington, D.C.

Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752

Council on Postsecondary Accreditation, Washington, D.C.

COPA Handbook.
144p. 2mf. L2 ED 297 685

COPA Self-Study Advisory Panel. Findings and Recommendations Submitted to the Board of Directors, The Council on Postsecondary Accreditation.
51p. 1mf. L2 ED 297 683

Guide to COPA Recognized Accrediting Bodies. 1986-1988.
235p. 3mf. L2 ED 297 686

Policy Statement on Disclosure, Confidentiality and the Integrity of the Accrediting Process.
6p. 1mf. L1 ED 297 681

Policy Statement on Rights and Responsibilities of Accrediting Bodies and Institutions in the Accrediting Process.
5p. 1mf. L1 ED 297 682

Trends in the Accreditation Relationships of U.S. Postsecondary Institutions. 1978-1985.
17p. 1mf. L2 ED 297 684

Curriculum Development Centre, Canberra (Australia).

Australian Literature in the Primary Classroom.
93p. 1mf. L1 ED 297 372

Dade County Public Schools, Miami, Fla.
Students at Risk. Programs and Practices.
70p. 1mf. L1 ED 298 196

Dayton-Hudson Foundation, Minneapolis, MN.
Women in Poverty: Training for Independence. Second Edition.
76p. 1mf. L2 ED 297 169

Denver Audubon Society, CO.
Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.
105p. 2mf. L2 ED 297 984

Denver Univ., CO. Dept. of Speech Pathology and Audiology.
Developmental-Interaction Curriculum: An Approach to Training.
49p. 1mf. L1 ED 297 526
Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527
Multidisciplinary Team Staffing Practicum.
20p. 1mf. L1 ED 297 529
Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program.
19p. 1mf. L1 ED 297 528
Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report.
141p. 2mf. L1 ED 297 525

Denver Univ., Colo.
Psychological Study of Educational Attainment among Hispanics.
68p. 1mf. L1 ED 298 198

Department of Education, Washington, DC.
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107
Developmental-Interaction Curriculum: An Approach to Training.
49p. 1mf. L1 ED 297 526
Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.
81p. 1mf. L1 ED 297 541
Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).
95p. 1mf. L1 ED 297 475
Mainstreamed Laboratory Preschool: A Training Site.
27p. 1mf. L1 ED 297 527
Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985
Managing Your Reading Program--A Total System.
54p. 1mf. L1 ED 297 311
Multidisciplinary Team Staffing Practicum.

20p. 1mf. L1 ED 297 529
Parent Education Practicum Model: Theoretical and Philosophical Basis for the Parent Program.
19p. 1mf. L1 ED 297 528
Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495
Special Project for the Preparation of Speech Pathologists and Audiologists to Provide Competent Services to Handicapped Children, Birth to Age 5. Project Summary Report, 8/20/84 to 8/19/87. Final Report.
141p. 2mf. L1 ED 297 525
Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927
Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928

Department of Energy, Washington, DC. Nuclear Energy Office.

Atoms to Electricity.
94p. 1mf. L1 ED 297 942
Nuclear Power in Space.
33p. 1mf. L1 ED 297 953
Nuclear Powerplant Safety: Design and Planning.
19p. 1mf. L1 ED 297 955
Nuclear Powerplant Safety: Operations.
20p. 1mf. L1 ED 297 951
Radioisotopes: Today's Applications.
34p. 1mf. L1 ED 297 954
Understanding Radiation.
21p. 1mf. L1 ED 297 952

Department of Justice, Washington, D.C. Bureau of Justice Statistics.

Motor Vehicle Theft. Special Report.
13p. 1mf. L1 ED 297 246

Department of Labor, Washington, D.C.

Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.
65p. 1mf. L2 ED 297 171
Workforce Reduction Committees. A Labor/Management Approach.

26p. 1mf. L2 ED 297 170

Department of State, Washington, DC. Bureau of Public Affairs.
Fundamentals of U.S. Foreign Policy. Public Information Series.
104p. 2mf. L1 ED 298 026

Department of the Secretary of State, Ottawa (Ontario).
Measuring the Costs of Illiteracy in Canada.
55p. 1mf. L1 ED 297 152

Dependents Schools (DOD), Washington, DC. Pacific Region.
Elementary School Science Education Program Evaluation Guide SY88-89 Edition One.
74p. 1mf. L1 ED 297 939

Designs for Change, Chicago, Ill.
Bottom Line. Chicago's Failing Schools and How To Save Them. Schoolwatch Research Report No. 1.
133p. 2mf. L1 ED 297 421

Detroit Public Schools, MI. Dept. of Evaluation and Testing.
Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1985-86.
20p. 1mf. L1 ED 297 853

Extended Day Kindergarten Program. Longitudinal Study: 1983-84 through 1986-87.
29p. 1mf. L1 ED 297 854

High School Development Center: An Alternative School for Ninth and Tenth Grades. Executive Summary, 1986-87.
6p. 1mf. L1 ED 298 226

High School Development Center: An Alternative School for Ninth and Tenth Grades. Evaluation Report, 1986-87.
57p. 1mf. L1 ED 298 227

Development Associates, Inc., Arlington, Va.
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927

Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928

Digital Equipment Corp., Maynard, Mass.
Single System Image: An Information Systems Strategy. Professional Paper Series, #1.
30p. 1mf. L1 ED 297 687

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
Professional Development Needs of Experienced Teachers. A Report of a Study of the Professional Development Needs of Experienced, Tenured Teachers in the District of Columbia Public Schools.
64p. 1mf. L1 ED 298 080

Dutchess Community Coll., Poughkeepsie, N.Y.
Agreement between the Board of Trustees of Dutchess Community College and the County of Dutchess and the Dutchess United Educators, 1987-1991.

42p. 1mf. L1 ED 297 810

Earlham Coll., Richmond, Ind.

Online Abstracts as a Source of Information for Undergraduate Research in a Small College Library. Final Narrative Report.
5p. 1mf. L1 ED 297 752

East Central Network for Curriculum Coordination. Springfield, Il.

State Technical Committees. State of the Art. A Report on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984.
95p. 1mf. L2 ED 297 168

East Texas School Study Council, Commerce.

Adolescent Suicide and the Role of the School as Seen by Secondary School Principals, Research Monograph.
56p. 1mf. L1 ED 297 474

Easter Seal Research Foundation, Chicago, Ill.

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Economic Research Service (DOA), Washington, D.C.

Agricultural Work Force Households: How Much Do They Depend on Farming? Background for Agricultural Policy. Agriculture Information Bulletin Number 547.
5p. 1mf. L1 ED 297 186

Agriculture and Water Quality. Issues in Agricultural Policy. Agriculture Information Bulletin Number 548.
8p. 1mf. L1 ED 297 187

Farming-Dependent Counties and the Financial Well-Being of Farm Operator Households. Agriculture Information Bulletin Number 544.
17p. 1mf. L1 ED 297 185

Generic Certificates. Agricultural Economic Report Number 594.
24p. 1mf. L1 ED 297 183

How the Dollar's Value Affects U.S. Farm Exports to Developing Countries. Foreign Agricultural Economic Report Number 237.
27p. 1mf. L1 ED 297 179

Major Statistical Series of the U.S. Department of Agriculture, Volume 6: Land Values and Land Use. Agriculture Handbook No. 671.
27p. 1mf. L1 ED 297 184

Recent Financial Gains Helping Farmers Withstand Drought. Agriculture Information Bulletin Number 543.
13p. 1mf. L1 ED 297 180

Trade and Development: Proceedings of the Winter 1986 Meeting of the International Agricultural Trade Research Consortium (Texcoco, Mexico, December 1986).
180p. 2mf. L1 ED 297 181

U.S. Fruit and Vegetable Processing Industries.
370p. 4mf. L1 ED 297 182

Education Commission of the States, Denver, Colo.

Drawing in the Family. Family Involvement in the Schools.
35p. 1mf. L1 ED 298 197

From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
241p. 3mf. L2 ED 297 624

Education Writers Association, Washington, DC.

Reading Newspapers: The Practices of America's Young Adults. A Summary.
20p. 1mf. L1 ED 297 330

Educational Research Service, Arlington, Va.

School Staffing Ratios, 1987-88. ERS Report.
63p. mf. L3 ED 297 425

Some Popular Assertions about School Administration: Are They Myths or Realities? ERS Concerns in Education.
32p. mf. L3 ED 297 473

Wages and Salaries Paid Support Personnel in Public Schools, 1987-88. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
73p. mf. L3 ED 297 424

Educational Resources Information Center (ED), Washington, DC.

Resources in Education (RIE). Volume 24, Number 1.
p. mf. L2 ED 297 085

Educational Technology Center, Cambridge, MA.

Information Technology and Mathematics: Opening New Representational Windows.
28p. 1mf. L1 ED 297 950

EDUTECH International, Bloomfield, CT.

Selecting the "Right" Microcomputer.
6p. 1mf. L2 ED 297 701

Elgin School District 46, Ill.

Celebrate Literature! A Spiraling Curriculum for Grades K-6.
15p. 1mf. L1 ED 297 265

Employment and Training Administration (DOL), Washington, D.C.

Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156

Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
205p. 3mf. L1 ED 297 154

Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
National Apprenticeship Program. Revised.
23p. 1mf. L1 ED 297 122

Environmental Protection Agency, Washington, D.C. Office of Pesticide Programs.
Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.
32p. 1mf. L1 ED 297 923

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Science/Technology/Society in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 073

Teaching about Religion in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 072

Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Recruiting and Selecting Principals. ERIC Digest Series Number EA27.
4p. 1mf. L1 ED 297 481

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Academic Learning Time. Abstract I: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 549

Adapting Instructional Materials for Mainstreamed Students. Abstract IX: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 557

Deinstitutionalization of Minors with Mental Retardation. Abstract X: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 558

Early Childhood Identification of Handicapped or "At Risk" Children. Absract VI: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 554

Finance Formula. Abstract II: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 550

Instructional Practices. Abstract IV: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 552

Least Restrictive Environment. Abstract III: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 551

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
57p. 1mf. L1 ED 297 547

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 555

Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 556

Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 553

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.
34p. 1mf. L1 ED 297 740

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
3p. 1mf. L1 ED 297 402

Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. Eric Digest Number 6, 1988.
3p. 1mf. L1 ED 297 303

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324

ERIC Clearinghouse on Urban Education, New York, N.Y.

Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
4p. 1mf. L1 ED 298 213

Essen Univ. (West Germany). Library.

Impact of Information Technology on International Library Cooperation. Publications of Essen University Library 9. Essen Symposium (Essen, West Germany, September 8-11, 1986).
322p. 4mf. L1 ED 297 771

New Trends in Electronic Publishing and Electronic Libraries. Publications of Essen University Library 6. Essen Symposium (Essen, West Germany, August 29-31, 1983).
202p. 3mf. L1 ED 297 770

Eureka Project, Sacramento, CA.

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
43p. 1mf. L1 ED 297 643

Paying for College: Student Loans and Alternative Financing Mechanisms.

30p. 1mf. L1 ED 297 644

Evansville-Vanderburgh School Corp., Ind.

Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight.
168p. 2mf. L2 ED 297 857

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.
145p. 2mf. L1 ED 297 564

Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
34p. 1mf. L1 ED 297 561

Significant Bilingual Instructional Features Study. Executive Summary.
24p. 1mf. L1 ED 297 562

Site and Sample Descriptions. SBIF Study: Part II.
114p. 2mf. L1 ED 297 566

Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567

Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560

Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563

Verification of Bilingual Instructional Features.
185p. 2mf. L1 ED 297 565

Federation for Children with Special Needs, Boston, Mass.

Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.
118p. 2mf. L1 ED 297 486

Florida A and M Univ., Tallahassee.

Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114

Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.

109p. 2mf. L1 ED 297 115

Florida Univ., Gainesville. Florida Cooperative Extension Service.

Pesticide Safety for Non-Certified Mixers, Loaders and Applicators = Uso Seguro de Pesticidas para Mezcladores, Cargadores y Aplicadores no Certificados.

32p. 1mf. L1 ED 297 923

Food and Nutrition Service (DOA), Washington, D.C.

Guidelines: Writing for Adults with Limited Reading Skills.

25p. 1mf. L1 ED 297 192

Ford Foundation, New York, N.Y.

Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).

97p. 2mf. L2 ED 297 802

From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).

241p. 3mf. L2 ED 297 624

Pilot Study on Needs in the Sciences in Community Colleges.

33p. 1mf. L1 ED 297 801

Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.

157p. 2mf. L2 ED 298 190

Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.

361p. 4mf. L1 ED 297 965

Foundation for Teaching Economics, San Francisco, Calif.

Relationship between Economics and Civics in Economic Textbooks and Civics Curriculum Guides.

31p. 1mf. L1 ED 298 066

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Carolyn Werbel's Journal: Voicing the Struggle To Make Meaning of Mathematics. Working Paper No. 160.

22p. 1mf. L2 ED 297 977

Foundations of American Citizenship: New Directions for Education.

184p. 2mf. L2 ED 298 062

New Approach to the Skills of Effective Teaching. Final Report of the FIPSE Project.

13p. 1mf. L1 ED 298 129

Reforming Preservice Education: An International Dimension. Executive Summary.

35p. 1mf. L1 ED 298 130

Further Education Unit, London (England).

Training for the Self-Catering Industry. An Example of College/Employer Collaboration in Training for Unemployed Adults. FEU/REPLAN.

59p. 1mf. L1 ED 297 133

Future Homemakers of America, Olympia, WA. Washington Association.

Building Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.

55p. 1mf. L1 ED 297 143

Washington STAR Events Manual. Revised.
46p. 1mf. L1 ED 297 142

Garrett Park Press, Md.
Financial Aid for Minorities in Business and Law.
60p. 1mf. L2 ED 297 627

Financial Aid for Minorities in Education.
49p. 1mf. L2 ED 297 626

Financial Aid for Minorities in Engineering and Science.
62p. 1mf. L2 ED 297 625

Financial Aid for Minorities in Health Fields.
60p. 1mf. L2 ED 297 628

Financial Aid for Minorities in Journalism/Mass Communications.
51p. 1mf. L2 ED 297 630

Financial Aid for Minorities: Awards Open to Students with Any Major.
70p. 1mf. L2 ED 297 629

General Accounting Office, Washington, D.C. Div. of Human Resources.
Minority Representation: Efforts of the Alcohol, Drug Abuse, and Mental Health Administration. Report to the Honorable Daniel K. Inouye, U. S. Senate.
32p. 1mf. L1 ED 297 234

Welfare Eligibility: Programs Treat Indian Tribal Trust Fund Report to Congressional Committees.
67p. 1mf. L1 ED 297 920

Welfare Reform: Projected Effects of Requiring AFDC for Unemployed Parents Nationwide. Briefing report to the Ranking Minority Member, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.
27p. 1mf. L1 ED 298 191

General Accounting Office, Washington, DC. General Government Div.
Juvenile Justice: Grant to the National Partnership To Prevent Drug and Alcohol Abuse. Briefing Report to the Chairman, Subcommittee on Human Resources, Committee on Education and Labor, House of Representatives.
41p. 1mf. L1 ED 297 235

U.S. Commission on Civil Rights: Compliance with Appropriation Provisions as of March 31, 1988. Report to the Chairman, Committee on Appropriations, U.S. Senate, and the Chairman, Committee on Appropriations, House of Representatives.
12p. 1mf. L1 ED 298 193

U.S. Commission on Civil Rights: Concerns about Commission Operations. Report to Congressional Requesters.
98p. 2mf. L1 ED 298 192

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.
Indian Affairs: Statistical Data on Indian Rights Cases Handled by Justice. Fact Sheet for the Honorable Harry Reid, U.S. Senate.
11p. 1mf. L1 ED 297 921

George Mason Univ., Fairfax, Va.
Non-Traditional and Interdisciplinary Programs. Proceedings from the Annual Conference (6th, Virginia Beach, Virginia, April 25-27, 1988).

593p. 7mf. L1 ED 297 647

Georgia State Univ., Atlanta.

Psychological Type as a Guide to Understanding Basic Writers' Responses to Literature. College Reading and Learning Assistance Technical Report 88-01.

22p. 1mf. L1 ED 297 332

Georgia State Univ., Atlanta. Coll. of Education.

Alabama Career Incentive Program. Observer Manual.

87p. 1mf. L1 ED 298 126

Georgia Univ., Athens. Bureau of Educational Services.

Comparison of State Methods of Purchasing School Bus Bodies. Monographs in Education No. 6.

62p. 1mf. L1 ED 297 460

Georgian Court Coll., Lakewood, NJ.

Economic Impact of Georgian Court College on the Local Economy.

39p. 1mf. L1 ED 297 633

Getty Center for Education in the Arts, Los Angeles, CA.

Preservice Challenge: Discipline-Based Art Education and Recent Reports on Higher Education: Seminar Proceedings (Snowbird, Utah, August 8-15, 1987).

233p. 3mf. L1 ED 298 077

Role of Discipline-Based Art Education in America's Schools.

47p. 1mf. L1 ED 298 034

Greater Washington Educational Telecommunications Association, Inc., Arlington, Va.

This Honorable Court: Teacher's Guide.

24p. 1mf. L2 ED 298 025

Guam Univ., Mangilao. Coll. of Education.

Chamorro Language Issues and Research on Guam. A Book of Readings.

214p. 3mf. L1 ED 297 587

Entry-Exit Criteria Issues as They Pertain to the Bilingual Education Programs of the Micronesian Region.

18p. 1mf. L1 ED 297 586

History and Status of Vernacular School Materials and Instruction in the Micronesian Region, with Comments on Literacy and Emerging Local Educational Needs.

52p. 1mf. L1 ED 297 583

Program Evaluation and Testing in the Educational Programs of Micronesia--When Benchmarks are Needed.

18p. 1mf. L1 ED 297 585

Time to Question the SPC Standard: The Ubiquitous English Reading Curriculum of the Pacific.

25p. 1mf. L1 ED 297 584

Harvard Univ., Cambridge, MA. Office of Information Technology.
Artificial Intelligence.
41p. 1mf. L1 ED 297 691
Hawaii State Board for Vocational Education, Honolulu.
Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
91p. 1mf. L1 ED 297 131
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Study Skills: A Ready Reference for Teachers.
315p. 4mf. L1 ED 297 276
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
Finding Our Way from Here to There: A Parent's Guide to Sex-Fair Vocational Career Planning.
53p. 1mf. L1 ED 297 125
Guidelines for the Development, Implementation and Operation of School Vocational Education Councils.
34p. 1mf. L1 ED 297 130
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Child Care.
14p. 1mf. L1 ED 297 126
Inventory of Skills and Attitudes Necessary for a Career in Computer Programming.
20p. 1mf. L1 ED 297 128
Inventory of Skills and Attitudes Necessary for a Career in Human Services/Adult Care.
24p. 1mf. L1 ED 297 127
Occupational Training Provided by the Military--A Viable Option.
27p. 1mf. L1 ED 297 129
Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
91p. 1mf. L1 ED 297 131
Hawaii Univ., Honolulu.
Teen Mothers in Hawaii: An Exploratory Study of Factors Leading to Education and Employment.
91p. 1mf. L1 ED 297 131
Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Collected Fall Enrollment Reports: University of Hawaii Community Colleges, 1983-1986.
110p. 2mf. L1 ED 297 798
Haynes Foundation.

Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
43p. 1mf. L1 ED 297 643

Paying for College: Student Loans and Alternative Financing Mechanisms.
30p. 1mf. L1 ED 297 644

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537

Heinemann Educational Books, Ltd., London (England).
Word for Teaching Is Learning: Essays for James Britton.
300p. mf. L3 ED 297 365

Hill Residential Coll., Abergavenny (Wales).
Back to the Future: A Study of Short-Term Adult Residential Education.
45p. 1mf. L1 ED 297 135

Hispanic Health Council, Hartford, CT.
Child Abuse Cases in an Hispanic Community: A Teaching Tool.
36p. 1mf. L1 ED 298 200

Resource Directory of Hispanic Educational Materials on Child Abuse Prevention.
31p. 1mf. L1 ED 298 199

Hispanic Policy Development Project, Inc., New York, NY.
Closing the Gap for U.S. Hispanic Youth: Public/Private Strategies. Report from the Aspen Institute Conference on Hispanic Americans and the Business Community (Wye Plantation, Maryland, May 11-13, 1988).
59p. 1mf. L1 ED 298 242

Horseheads Central School District 1, N.Y.
GATEWAYS Music Curriculum for Musically Talented Children. Report #367.
77p. 1mf. L1 ED 298 033

Howard Community Coll., Columbia, MD. Office of Research and Planning.
Survey of Employers of 1986 Howard Community College Graduates: A Report of the Findings. Research Report Number 53.
21p. 1mf. L1 ED 297 809

Howard Univ., Washington, DC. Bureau of Educational Research.
Educating Black Children: America's Challenge.
145p. 2mf. L2 ED 298 188

Human Rights Resource Center, San Rafael, CA.
Addressing the Causes of Youth Crime.
34p. 1mf. L2 ED 298 186

Idaho State Dept. of Education, Boise. Div. of Vocational Education.
Handbook for Vocational Advisory Committees. Revised. Voc. Ed.

#170.
33p. 1mf. L1 ED 297 096

IFAPLAN, Brussels (Belgium). Programme Information Office.
Gender Equality. Strategies from the Second Transition Programme. Working Document. Transition of Young People from Education to Adult and Working Life.
57p. 1mf. L1 ED 297 097

Illinois State Board of Education, Springfield.
Management of Chronic Infectious Diseases in School Children.
29p. 1mf. L1 ED 297 493

Illinois State Dept. of Commerce and Community Affairs, Springfield.
Guidelines for Determining the Feasibility of a Small Business Incubator.
24p. 1mf. L1 ED 297 190

Managing a Small Business Incubator.
57p. 1mf. L1 ED 297 188

Starting a Small Business Incubator. A Handbook for Sponsors and Developers.
43p. 1mf. L1 ED 297 189

Illinois State Dept. of Public Health, Springfield.
Management of Chronic Infectious Diseases in School Children.
29p. 1mf. L1 ED 297 493

Illinois State Univ., Normal. Center for the Study of Educational Finance.
City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
14p. 1mf. L1 ED 297 477

Illinois Univ., Chicago. Coll. of Education.
Teaching in the Secondary Schools: A Guide for Pre-Service Teachers.
116p. 2mf. L1 ED 298 098

Illinois Univ., Urbana. Center for the Study of Reading.
Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.
15p. 1mf. L1 ED 297 280

Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281

Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.
50p. 1mf. L1 ED 297 258

Illinois Univ., Urbana. Dept. of Secondary Education.
Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930

Illinois Univ., Urbana. Inst. for Child Behavior and Development.
ITEMBANK: An Item Bank Package for the IBM PC. User's Guide, Version 1.0.
52p. mf. L3 ED 298 131

SFAP: Scan-Tron Forms Analysis Package for the IBM-PC. User's Guide, Version 2.0.
52p. mf. L3 ED 298 132

SPP: Student Problem Package on the IBM-PC. User's Guide, Version 1.0.
39p. mf. L3 ED 298 133

Test Analysis Package (TAP): A Microcomputer Questionnaire and Item Analysis Program. User's Guide for the IBM-PC. Version 2.0.
56p. mf. L3 ED 298 134

Indiana State Commission on Vocational and Technical Education, Indianapolis.

Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
110p. 2mf. L1 ED 297 159

How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160

Indiana State Dept. of Education, Indianapolis. Indiana Consortium for Computer and High Technology.

Indiana Consortium for Computer and High Technology Education. Plan for 1987-1989 Biennium.
15p. 1mf. L1 ED 297 715

Indiana Consortium for Computer and High Technology Education, Annual Report s , June 30, 1984-June 30, 1987.
113p. 2mf. L1 ED 297 714

Indiana Univ., Bloomington. Asian Studies Research Inst.

Last Stronghold of Traditional Zoroastrianism. Teaching Aids for the Study of Inner Asia, No. 7.
33p. 1mf. L2 ED 298 022

Zoroastrianism: The Rediscovery of Missing Chapters in Man's Religious History. Teaching Aids for the Study of Inner Asia, No. 6.
37p. 1mf. L1 ED 298 019

Indiana Univ., Bloomington. Inst. for the Study of Developmental Disabilities.

Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).
169p. 2mf. L2 ED 297 540

Indiana Univ., Bloomington. School of Education.

Bridging Education and Employment with Basic Academic Skills. The Work-Education Bridge. A Basic Skills Collection.
110p. 2mf. L1 ED 297 159

How To Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide. The Work-Education Bridge.
78p. 1mf. L1 ED 297 160

Models of Teacher Evaluation. Policy Bulletin No. 2.

5p. 1mf. L1 ED 297 456

Indiana Univ., Bloomington. Social Studies Development Center.
Reforming Preservice Education: An International Dimension. Executive Summary.
35p. 1mf. L1 ED 298 130

Institute for Educational Research, Glen Ellyn, IL.
Effect of the Computer on Problem Solving. Hinsdale District 181.
28p. 1mf. L1 ED 297 717

Institute of International Education, New York, N.Y.
Profiles: Detailed Analyses of the Foreign Student Population, 1985/86.
199p. 3mf. L1 ED 297 666

Study in the United Kingdom and Ireland. An IIE Guide to Study Abroad. Third Edition.
366p. 4mf. L1 ED 297 667

Inter Nationes, Bonn (West Germany).
More Practice for Future Profession. The Fachhochschulen in the Federal Republic of Germany. Education and Science (Bildung and Wissenschaft) BW 1988 Nr. 5/6(e).
37p. 1mf. L1 ED 297 178

International Association for the Evaluation of Educational Achievement, New York, NY.
Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.
144p. 2mf. L2 ED 297 930

International Business Machines Corp., San Jose, Calif.
Computerized Adaptive Testing: The State of the Art in Assessment at Three Community Colleges.
46p. 1mf. L2 ED 297 799

International Council for Computers in Education, Eugene, Oreg.
Software Selection, Evaluation and Organization and Software Reviews. Article Reprints.
117p. 2mf. L2 ED 297 703

International Inst. for Visually Impaired, East Lansing, Mich.
International Symposium on Visually Handicapped Infants and Young Children: Birth to Seven (2nd, Aruba, 1987). "The First Steps." Proceedings = Simpasio Internacional sobre Ninos Visualmente Deficientes de Nacimiento hasta Siete Anos (2nd, Aruba, 1987). "Los Primeros Pasos."
304p. 4mf. L2 ED 297 513

Learning to Look: A Handbook for Parents of Low Vision Infants and Young Children.
31p. 1mf. L2 ED 297 514

International Reading Association, Newark, Del.
Acquisition of Word Meaning from Context by Children of High and Low Ability. Outstanding Dissertation Monograph 1985.
37p. 1mf. L1 ED 297 315

American Reading Instruction.

528p. 6mf. L1 ED 297 273
Comics to Classics: A Parent's Guide to Books for Teens and Preteens.
131p. 2mf. L1 ED 297 277
Comment preparer des materiaux destines aux nouveaux lecteurs (How To Prepare Materials Intended for New Readers).
74p. 1mf. L1 ED 297 271
National Adult Literacy Policy: A Proposal from the Working Group on Adult Literacy.
13p. 1mf. L1 ED 297 312

Iowa Association of School Boards, Des Moines.
Recruiting and Selecting a Superintendent.
60p. 1mf. L2 ED 297 468

Iowa State Historical Dept., Iowa City.
Health in Iowa.
33p. 1mf. L1 ED 298 030

Iowa Valley Community Coll. District, Marshalltown, IA.
Master Agreement between Board of Directors of Iowa Valley Community College District (Merged Area VI) and Iowa Valley Community College Education Association/ISEA, 1987-1988.
42p. 1mf. L1 ED 297 838

James G. Irvine Foundation, San Francisco, CA.
Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
43p. 1mf. L1 ED 297 643
Paying for College: Student Loans and Alternative Financing Mechanisms.
30p. 1mf. L1 ED 297 644

John D. and Catherine T. MacArthur Foundation, Chicago, Il.
City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
14p. 1mf. L1 ED 297 477
Literacy Program. National Issues Forums Special Report.
9p. 1mf. L1 ED 297 091

John M. Olin Foundation, Inc., Alton, Ill.
Foundations of American Citizenship: New Directions for Education.
184p. 2mf. L2 ED 298 062

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.
110p. 2mf. L1 ED 298 070

Johnson Foundation, Inc., Racine, Wis.
Toward Improving Rural Schools with Implications for the Teaching of Science.

24p. 1mf. L1 ED 297 926

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.

Improving Essay Tests. IDEA Paper No. 17.
5p. 1mf. L1 ED 298 151

Improving Multiple-Choice Tests. IDEA Paper No. 16.
5p. 1mf. L1 ED 298 150

Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations. IDEA Paper No. 18.
7p. 1mf. L1 ED 298 152

Kentucky Council on Public Higher Education, Frankfort.

Origin of Kentucky College and University Enrollments. Fall 1987.
155p. 2mf. L1 ED 297 688

Kentucky State Dept. of Education, Frankfort.

Essential Skills. Library/Research/Reference Activities.
54p. 1mf. L1 ED 297 750

Essential Skills. Library/Research/Reference.
21p. 1mf. L1 ED 297 749

Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086

Kentucky Univ., Lexington. Community Coll. System.

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1987-88.
101p. 2mf. L1 ED 297 817

Keystone Area Education, Elkader, Iowa.

Vocational & Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study. Final Report.
51p. 1mf. L1 ED 297 539

Kingsborough Community Coll., Brooklyn, N.Y.

New Start Program: Third-Year Report.
23p. 1mf. L1 ED 297 831

Kirkwood Community Coll., Cedar Rapids, Iowa.

Computer Literacy: Course Description and Computer Awareness: Module Syllabus.
17p. 1mf. L1 ED 297 702

LaGuardia Community Coll., Long Island City, NY. International High School.

International Approach: Learning English through Content Area Study.
116p. 2mf. L1 ED 297 608

Lancaster Univ. (England). Dept. of Psychology.

Thesaurus for Information Technology and Education. Occasional Paper ITE/6/86.
53p. 1mf. L1 ED 297 693

Lancaster Univ. (England). Inst. for English Language Education.

ELTS Revision Project: A New International Test of English Proficiency for Overseas Students.
31p. 1mf. L1 ED 297 570

League for Innovation in the Community Coll., Laguna Hills, CA.

Computerized Adaptive Testing: The State of the Art in Assessment at Three Community Colleges.
46p. 1mf. L2 ED 297 799

Lethbridge Univ. (Alberta).
Western Canada and the Western United States: Similarities and Differences in Organizational Commitment.
42p. 1mf. L1 ED 297 226

Library Association of Australia, Melbourne. Victorian Div.
Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748

Library of Congress, Washington, D.C.
American Solution: Origins of the United States Constitution.
85p. 1mf. L1 ED 298 017

Von Steuben and the German Contribution to the American Revolution: A Selective Bibliography.
45p. 1mf. L1 ED 298 018

Library of Congress, Washington, DC. Science and Technology Div.
Alzheimer's Disease. LC Science Tracer Bullet 87-2.
12p. 1mf. L1 ED 297 213

Lilly Endowment, Inc., Indianapolis, Ind.
Models of Teacher Evaluation. Policy Bulletin No. 2.
5p. 1mf. L1 ED 297 456

Lincoln County School of Technology, Lincolnton, NC.
Interactive Laser Video Disc. Health Occupations Education.
31p. 1mf. L1 ED 297 164

Lower Columbia Coll., Longview, Wash.
Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.
36p. 1mf. L1 ED 297 821

Lyndon B. Johnson Space Center, Houston, Tex.
Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
130p. 2mf. L1 ED 297 765

Macomb County Community Coll., Warren, Mich.
Macomb Community College Community Relations Plan, 1988.
103p. 2mf. L1 ED 297 808

Macomb Community College Internal Communications Plan.
46p. 1mf. L1 ED 297 814

Macomb Community College Recruitment Plan, 1987-1988.
66p. 1mf. L1 ED 297 815

Macro Systems, Inc., Silver Spring, Md.
Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156

Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.

205p. 3mf. L1 ED 297 154
Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155

Maine School Administrative District #5, Rockland.
Computer Education Curriculum. Student Goals and Activities, Grade 6, MSAD #5.
86p. 1mf. L1 ED 297 689

Maine State Library, Augusta.
Library Signage: Doing It Right.
27p. 1mf. L1 ED 297 755

Manitoba Univ., Winnipeg. Faculty of Education.
1978 and 1984 Faculty of Education Graduates: Perceptions of Their Teacher Education Program.
45p. 1mf. L1 ED 298 082

Marin County Dept. of Health and Human Services, San Rafael, CA.
Health Education Protocols for Providers of Parent-Health Education. Subject: Children from Birth to 6 Years of Age and Parent Health Education Checklists.
207p. 3mf. L1 ED 297 848

Maryland State Board for Community Colleges, Annapolis.
Performance Profile, Maryland Community Colleges.
14p. 1mf. L1 ED 297 807

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
Facts about Maryland's School Library Media Programs, 1986-87.
543p. 6mf. L1 ED 297 738

Maryland Univ., College Park. Counseling Center.
National Survey of Services Provided for Disabled Students in Higher Education. Research Report #19-87.
20p. 1mf. L1 ED 297 668

Massachusetts Board of Library Commissioners, Boston.
Automated Resource Sharing in Massachusetts: Activities, Functions and Policies Supporting the Long Range Program. Approved by the Board of Library Commissioners.
221p. 3mf. L1 ED 297 768

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Study of Curriculum and Program Planning for Vocational-Technical Education in Massachusetts.
128p. 2mf. L1 ED 297 161

Mathematica Policy Research, Washington, DC.
To Survey American Crafts: A Planning Study. Research Division Report #2.
32p. 1mf. L1 ED 298 067

McGill Univ., Montreal (Quebec). McLennan Library.
Russian Literature: A Guide to Reference Sources.
27p. 1mf. L1 ED 297 596

Medical Library Association, Chicago, Ill.
Literature of Allied Health. Second Edition.

53p. 1mf. L1 ED 297 774
Manual for Item Writers. Certification and Registration.
190p. 2mf. L1 ED 297 775
OCLC Utilization in Health Sciences Libraries. CE 35, Revised Edition.
39p. 1mf. L1 ED 297 776
Online Search Optimization.
71p. 1mf. L1 ED 297 777

Memphis Literacy Coalition, TN.
What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.
32p. 1mf. L1 ED 297 296

Memphis State Univ., Tenn. Dept. of Curriculum and Instruction.
Lipman Papers: Appropriate Programs for Four-Year-Olds. Barbara K. Lipman Early Childhood Research Institute Symposium (1st, Memphis, Tennessee, May 22-23, 1987).
63p. 1mf. L1 ED 297 872

Merrimack School District, N.H.
Language Arts Curriculum Guide.
89p. 1mf. L1 ED 297 355
Research Paper Guide for Merrimack High School. 2nd Edition.
42p. 1mf. L1 ED 297 356

Michigan State Board of Education, Lansing.
Adult Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
23p. 1mf. L1 ED 297 113
Basic Skills--Language Arts/Writing: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
39p. 1mf. L1 ED 297 359
Basic Skills--Mathematics. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
53p. 1mf. L1 ED 298 001
Basic Skills--Reading: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
77p. 1mf. L1 ED 297 301
Basic Skills-Multi Disciplinary. Proved Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
50p. 1mf. L1 ED 297 892
Early Childhood/Parent Involvement. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
66p. 1mf. L1 ED 297 891
Health/Physical Education. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).

27p. 1mf. L1 ED 298 095

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Charlotte Bronte, "Villette," and Teaching. Occasional Paper No. 123.
58p. 1mf. L1 ED 298 107

Understanding Teaching: A Model for Assessment. Occasional Paper No. 124.
27p. 1mf. L1 ED 298 120

Mid-Continent Regional Educational Lab., Aurora, CO.
Redesigning Rural Education: Ideas for Action.
23p. 1mf. L1 ED 297 897

Mid-South Regional Resource Center, Lexington, Ky.
Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495

Midwest History of Education Society, Cedar Falls, IA.
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (18th, Chicago, Illinois, October 29-30, 1982).
195p. 3mf. L1 ED 298 047

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (13th, Chicago, Illinois, October 28-29, 1977).
114p. 2mf. L1 ED 298 042

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (17th, Chicago, Illinois, October 30-31, 1981).
150p. 2mf. L1 ED 298 046

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (10th, Chicago, Illinois, October 25-26, 1974).
133p. 2mf. L1 ED 298 039

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (20th, Chicago, Illinois, October 19-21, 1984).
175p. 2mf. L1 ED 298 049

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (11th, Chicago, Illinois, October 24-25, 1975).
121p. 2mf. L1 ED 298 040

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (19th, Chicago, Illinois, October 28-29, 1983).
204p. 3mf. L1 ED 298 048

Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (23rd, Chicago, Illinois, November 5-7, 1987).

233p. 3mf. L1 ED 298 052
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (7th, Chicago, Illinois, October 27-28, 1972).

175p. 2mf. L1 ED 298 037
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (15th, Chicago, Illinois, October 26-27, 1979).

200p. 3mf. L1 ED 298 044
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (12th, Chicago, Illinois, October 29-30, 1976).

159p. 2mf. L1 ED 298 041
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (8th, Chicago, Illinois, October 24-27, 1973).

103p. 2mf. L1 ED 298 038
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (21st, Chicago, Illinois, October 25-26, 1985).

131p. 2mf. L1 ED 298 050
Papers and Proceedings of the Annual Meeting of the Midwest History of Education Society (22nd, Chicago, Illinois, October 24-25, 1986).

247p. 3mf. L1 ED 298 051
Papers and Proceedings of the Combined Annual Meetings of the Midwest History of Education Society and the History of Education Society (Chicago, Illinois, October 27-29, 1978).

69p. 1mf. L1 ED 298 043
Papers and Proceedings of the Midwest History of Education Society Annual Meeting (16th, Chicago, Illinois, October 24-25, 1980).

201p. 3mf. L1 ED 298 045

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

Report of the Student Evaluation of the Milwaukee Area Technical College. MATC Student Survey Comprehensive Report.

164p. 2mf. L1 ED 297 832

Minnesota State Council on Vocational Technical Education, St. Paul.

Enhancing the Program Evaluation Process in Minnesota's Technical Institutes: Four Recommendations.

34p. 1mf. L1 ED 297 174
Entrepreneurial Graduates of Minnesota's Technical Institutes.

61p. 1mf. L1 ED 297 172
Equity for Targeted Populations in Vocational Technical Education.

57p. 1mf. L1 ED 297 173
Partnership Initiatives Involving Vocational Technical Education in Minnesota.

48p. 1mf. L1 ED 297 175

Minnesota Univ., Minneapolis. Southeast Asian Refugee Studies.

Hmong: An Annotated Bibliography, 1983-1987. Southeast Asian Refugee Studies Occasional Papers Number Seven.

73p. 1mf. L1 ED 298 238

Mississippi Children's Rehabilitation Center.
Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

Missouri Coordinating Board for Higher Education, Jefferson City.
Credit Transfer: Guidelines for Student Transfer and Articulation among Missouri Colleges and Universities.
18p. 1mf. L1 ED 297 677

Show Me Excellence: Assessment in Missouri Public Colleges and Universities.
61p. 1mf. L1 ED 297 678

Statistical Summary of Missouri Higher Education 1987-1988.
166p. 2mf. L1 ED 297 675

Trends in Instructional Programs: Missouri Public Four-Year Colleges and Universities. Fiscal Year 1983-Fiscal Year 1987.
67p. 1mf. L1 ED 297 679

Missouri Univ., Columbia. Extension Div.
Rural Community Service Coordinator Program Interim Evaluation.
22p. 1mf. L1 ED 297 905

Missouri Univ., Kansas City. School of Education.
Community Child Care Forum: From the Parents' Perspective. Conference Proceedings (Kansas City, Missouri, December 6, 1987).
152p. 2mf. L1 ED 297 890

Monroe Community Coll., Rochester, NY. Office of Institutional Advancement.
Corporation and Foundation Giving to Community Colleges.
84p. 1mf. L1 ED 297 827

Excellence in Educational Fund Raising at America's Community Colleges and a Key Resources Guide for Educational Fund Raising.
59p. 1mf. L1 ED 297 826

Morehead State Univ., Ky.
Assessment of the Level of Economic Understanding of Students Enrolled in Vocational Schools in Region IX.
68p. 1mf. L1 ED 297 086

Mott (C.S.) Foundation, Flint, Mich.
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Youth in Crisis: Living On the Jagged Edge.
44p. 1mf. L1 ED 298 214

Mountain Plains Regional Resource Center, Des Moines, IA.
Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495

Nat Jackson and Associates, Olympia, WA.
Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.

81p. 1mf. L1 ED 297 541

National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.

Behavioral and Social Science: Fifty Years of Discovery.

306p. 4mf. L2 ED 298 055

National Advisory Council on Educational Research and Improvement (OERI/ED), Washington, DC.

Content, Character and Choice in Schooling: Public Policy and Research Implications. Proceedings of a Symposium (Washington, D.C., April 24, 1986).

123p. 2mf. L1 ED 298 020

Private Sector Initiatives in Educational Reform. Proceedings of a Conference Sponsored by the National Advisory Council on Educational Research and Improvement (2nd, Washington, D.C., April 2, 1987).

89p. 1mf. L1 ED 297 420

National Advisory Council on Indian Education, Washington, D.C.

Indian Education: Focus on Past, Present & Future. The 13th Annual Report to the Congress of the United States. Fiscal Year 1986.

44p. 1mf. L1 ED 297 901

National Alliance of Business, Inc., Washington, D.C.

Measuring Up. Planning and Managing with Performance Standards--PY (Program Year) 88.

65p. 1mf. L2 ED 297 171

State Technical Committees. State of the Art. A Report on the Status of State Technical Committees Authorized by the Carl D. Perkins Vocational Education Act of 1984.

95p. 1mf. L2 ED 297 168

Women in Poverty: Training for Independence. Second Edition.

76p. 1mf. L2 ED 297 169

Workforce Reduction Committees. A Labor/Management Approach.

26p. 1mf. L2 ED 297 170

National Assessment of Vocational Education (ED), Washington, DC.

Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.

56p. 1mf. L1 ED 297 150

National Association for Industry - Education Cooperation, Buffalo, N.Y.

Participation of Handicapped in Apprenticeship: The State-of-the-Art.

89p. 1mf. L1 ED 297 176

National Association for the Teaching of English (England).

Word for Teaching Is Learning: Essays for James Britton.

300p. mf. L3 ED 297 365

National Association of College Admissions Counselors, Skokie, IL.
Counseling: A Facet of Excellence.
22p. 1mf. L1 ED 297 209

National Association of Early Childhood Specialists in State Departments of Education.
Unacceptable Trends in Kindergarten Entry and Placement: A Position Statement.
18p. 1mf. L1 ED 297 856

National Association of Secondary School Principals, Reston, Va.
Coping with Student Absenteeism.
14p. 1mf. L2 ED 297 451

National Association of State Boards of Education, Alexandria, VA.
Least Restrictive Environment. Abstract III: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 551

Strategic Planning in Education: A Guide for Policymakers.
17p. 1mf. L1 ED 297 439

National Association of State Directors of Migrant Education.
Skills Information System Review: A Report of Findings and Recommendations.
59p. 1mf. L1 ED 297 902

National Association of Universities and Institutes of Higher Learning, Mexico City (Mexico).
Memoria de la XXII Reunion Ordinaria de la Asamblea General de la ANUIES (Report of the 22nd Meeting of the General Assembly of the National Association of Universities and Institutions of Higher Education) (22nd, Manzanillo, Colima, Mexico, October 1986).
188p. 2mf. L1 ED 297 609

National Audubon Society, Washington, DC.
National Audubon Society Specials. Teacher's Guide I.
38p. 1mf. L2 ED 297 944

National Center for Education Statistics (ED), Washington, DC.
College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond. High School and Beyond. Analysis Report.
102p. 2mf. L1 ED 297 680

Historical Trends: State Education Facts, 1975-1985.
70p. 1mf. L1 ED 297 483

Public Elementary and Secondary School Revenues and Current Expenditures for Fiscal Year 1987 (School Year 1986-87): Preliminary Tabulations. E.D. TABS.
14p. 1mf. L1 ED 297 484

National Center for Educational Statistics (ED), Washington, D.C.
Training of Teachers in the Instructional Use of Technology.

94p. 1mf. L1 ED 297 694

National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.

Summary of Expenditures and Sources of Payment for Personal Health Services from the National Medical Care Expenditure Survey: Data Preview 24. National Health Care Expenditure Study.

29p. 1mf. L1 ED 297 247

National Center for Postsecondary Governance and Finance, College Park, MD.

Economy and Higher Education.

12p. 1mf. L1 ED 297 648

From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).

241p. 3mf. L2 ED 297 624

National Center for Postsecondary Governance and Finance, Tempe, AZ.

Second Chance for Texans: Remedial Education in Two-Year Colleges.

26p. 1mf. L1 ED 297 783

National Center for Research on Teacher Education, East Lansing, MI.

"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.

22p. 1mf. L1 ED 298 096

Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.

33p. 1mf. L1 ED 298 097

National Center on Effective Secondary Schools, Madison, WI.

Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.

206p. 3mf. L1 ED 298 103

National Coalition for the Homeless, Washington, DC.

Necessary Relief: The Stewart B. McKinney Homeless Assistance Act.

49p. 1mf. L1 ED 298 235

National Commission for Employment Policy (DOL), Washington, D.C.

More Things Change...A Study of the Status of PY 85 JTPA Coordination and PY 84 JTPA Program Activities. Research Report Series.

100p. 2mf. L1 ED 297 117

National Commission for Employment Policy Eleventh Annual Report. Including Findings and Recommendations on Goals for the Workplace and Implications for Policy. Report No. 20.

34p. 1mf. L1 ED 297 116

National Conference of State Legislatures, Denver, CO.

Teen-Age Pregnancy Legislation in the States.

18p. 1mf. L2 ED 297 844

National Conference of State Legislatures, Washington, D.C.

Evaluation and Assessment Processes in Nebraska Public Schools. A Staff Report. Education Interim Study LR 181.

162p. 2mf. L1 ED 298 136

Least Restrictive Environment. Abstract III: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 551

National Council of Teachers of English, Urbana, Ill.
Focus on Collaborative Learning. Classroom Practices in Teaching English, 1988.
162p. 2mf. L1 ED 297 338

Ideas Plus: A Collection of Practical Teaching Ideas. Book Six.
66p. 1mf. L1 ED 297 345

Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324

National Council of Teachers of Mathematics, Inc., Reston, Va.
Perspectives on Research on Effective Mathematics Teaching. Volume 1.
261p. mf. L3 ED 297 933

National Data Use and Access Labs., Inc., Arlington, Va.
Where Artists Live: 1970. Research Division Report #5.
83p. 1mf. L1 ED 298 069

National Education Association, Washington, D.C.
At Risk, Low-Achieving Students in the Classroom. Analysis and Action Series.
107p. 2mf. L2 ED 298 232

Collective Bargaining Agreement between Board of Trustees of Lower Columbia College District 13 and Lower Columbia Faculty Association, 1987-1990.
36p. 1mf. L1 ED 297 821

Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.
73p. 1mf. L1 ED 297 835

Student Apathy: The Protection of Self-Worth. What Research Says to the Teacher.
36p. 1mf. L2 ED 297 198

National Endowment for the Arts, Washington, D.C.
Artists in the Workforce, 1950 to 1985.
276p. 3mf. L1 ED 298 027

Women and Minorities in the Arts: A Portrait from the 1980 Census.
152p. 2mf. L1 ED 298 028

National Endowment for the Arts, Washington, DC. Research Div.
Economic Impacts of Arts and Cultural Institutions: A Model for Assessment and a Case Study in Baltimore. Research Division Report #6.

110p. 2mf. L1 ED 298 070
Employment Status of Performing Artists, 1970-1980. Prepared for the Research Division, National Endowment for the Arts.
235p. 3mf. L1 ED 298 024
Inquiry into the Geographic Correlates of Government Arts Funding: A Research Monograph Based on the 1985 Survey of Public Participation in the Arts.
69p. 1mf. L1 ED 298 023
State Arts Agencies in 1974: All Present and Accounted For. Research Division Report #8.
161p. 2mf. L1 ED 298 071
To Survey American Crafts: A Planning Study. Research Division Report #2.
32p. 1mf. L1 ED 298 067
Understanding the Employment of Actors. Research Division Report #3.
37p. 1mf. L1 ED 298 068
Where Artists Live: 1970. Research Division Report #5.
83p. 1mf. L1 ED 298 069

National Entrepreneurship Education Consortium.
Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165
Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167

National Federation of Voluntary Literacy Schemes, London (England).
Each One Strengthens Each One...The Experience of Some Adult Students in Basic Education Groups.
34p. 1mf. L1 ED 297 089

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung Diseases.
Measuring Knowledge of Children Regarding Health: Preliminary Technical Reports for the "Heart Smart" Tests.
53p. 1mf. L1 ED 298 157

National Information Center for Handicapped Children and Youth, Washington, DC.
Special Education Personnel Recruitment Practices: A Manual for Administrators.
33p. 1mf. L1 ED 297 495

National Inst. for Educational Research, Tokyo (Japan).
Assessment of Educational Achievement in Asia and the Pacific. Report of a Seminar (Tokyo, Japan, January 20-February 1, 1986).
239p. 3mf. L1 ED 297 428
Educational Facilities in Japan. NIER Occasional Paper 01/87.
25p. 1mf. L1 ED 297 431
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume II.
297p. 4mf. L1 ED 297 433
Elementary/Primary School Curriculum in Asia and the Pacific. National Reports: Volume I.

280p. 3mf. L1 ED 297 432
New Upper Secondary School Education in Japan. NIER Occasional Paper 02/86.
17p. 1mf. L1 ED 297 430
Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific. Research Proposal. Report of a Regional Workshop (1st, Tokyo, Japan, June 17-July 10, 1986).
80p. 1mf. L1 ED 297 427

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Moving Out and Marriage: What Do Young Adults Expect?
13p. 1mf. L2 ED 297 214

National Inst. of Dental Research (NIH), Bethesda, Md.

Caries Prevalence in U.S. Schoolchildren 1986-87.
21p. 1mf. L1 ED 298 090

National Inst. of Education (ED), Washington, DC.

Compatibility of the SBIF Features with Other Research on Instruction for LEP Students.
145p. 2mf. L1 ED 297 564
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415
Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.
55p. 1mf. L1 ED 297 414
Deductions from a Comparative Analysis of Data To Reflect Attitudes of Florida A & M University Student Teachers Towards Teacher Activities and Skills Appropriate for Diverse Ethnic Groups for the Academic Years 1978-79 and 1979-80.
172p. 2mf. L1 ED 298 236
Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.
43p. 1mf. L1 ED 297 157
Emerging Description of Successful Bilingual Instruction: Executive Summary of Part I of the SBIF Study.
34p. 1mf. L1 ED 297 561
High School Preparation for Employment.
163p. 2mf. L1 ED 297 158
Significant Bilingual Instructional Features Study. Executive Summary.
24p. 1mf. L1 ED 297 562
Site and Sample Descriptions. SBIF Study: Part II.
114p. 2mf. L1 ED 297 566
Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study.
74p. 1mf. L1 ED 297 567
Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
305p. 4mf. L1 ED 297 560
Status Equalization Project.
35p. 1mf. L1 ED 298 237
Systematicity and Surface Similarity in the Development of Analogy. Technical Report No. 358.

50p. 1mf. L1 ED 297 258
Text Features as They Relate to Miscues: Pronouns. Program in Language and Literacy Occasional Paper No. 7.
79p. 1mf. L1 ED 297 259
Text Features as They Relate to Miscues: Determiners. A Research Report. Program in Language and Literacy Occasional Paper No. 8.
62p. 1mf. L1 ED 297 260
Time for Mastery.
15p. 1mf. L1 ED 298 108
Utility of the SBIF Features for the Instruction of LEP Students.
71p. 1mf. L1 ED 297 563
Verification of Bilingual Instructional Features.
185p. 2mf. L1 ED 297 565
Writing to Study and Learn.
58p. 1mf. L1 ED 297 316

National Inst. of Handicapped Research (ED), Washington, DC.
Participation of Handicapped in Apprenticeship: The State-of-the-Art.
89p. 1mf. L1 ED 297 176
Peer Tutoring: Integrating Academic and Social Skills Remediation in the Classroom.
43p. 1mf. L1 ED 297 533

National Inst. of Mental Health (DHHS), Bethesda, Md.
Early Peer Relations: Developmental Significance and Prognostic Implications.
23p. 1mf. L1 ED 297 885

National Inst. on Aging (DHHS/NIH), Bethesda, MD.
Research Advances in Aging 1984-1986.
48p. 1mf. L1 ED 297 120

National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Accessible Computers from the Box.
15p. 1mf. L2 ED 297 545
Alternative and Augmentative Communication Bibliography. Revised.
72p. 1mf. L1 ED 297 499
Annotated Bibliography on Community Integration for People with Severe Disabilities.
159p. 2mf. L1 ED 297 535
Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505
Families for All Children.
13p. 1mf. L1 ED 297 536
Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546
Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.

29p. 1mf. L1 ED 297 502

Quick Information Sheets. 1988.

94p. 1mf. L1 ED 297 497

Toy Modification Note. Revised.

30p. 1mf. L1 ED 297 498

Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).

16p. 1mf. L1 ED 297 503

National Institutes of Health (DHHS), Bethesda, Md.

Development of Ethnic Identity in Adolescents.

26p. 1mf. L1 ED 298 224

National Issues Forums, Dayton, OH.

Literacy Program. National Issues Forums Special Report.

9p. 1mf. L1 ED 297 091

National School Boards Association, Alexandria, VA. Educational Policies Service.

Boards Need Education, Too!

3p. 1mf. L1 ED 297 444

National Science Foundation, Washington, D.C.

Behavioral and Social Science: Fifty Years of Discovery.

306p. 4mf. L2 ED 298 055

Denver Audubon Society's Urban Education Project: Volunteers Teaching Children.

105p. 2mf. L2 ED 297 984

Observed Methods for Generating Analogies in Scientific Problem Solving. Revised.

40p. 1mf. L1 ED 297 992

Private Copying, Appropriability, and Optimal Copying Royalties.

43p. 1mf. L2 ED 297 745

Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective. A National Report on the Second International Mathematics Study.

144p. 2mf. L2 ED 297 930

Naval Technical Training Command, Millington, Tenn. Research Branch.

What Works: A Reading Immersion Program for At-Risk Adolescents. Report No. 88-1.

32p. 1mf. L1 ED 297 296

Nebraska Legislative Council, Lincoln. Legislative Research Div.

Evaluation and Assessment Processes in Nebraska Public Schools. A Staff Report. Education Interim Study LR 181.

162p. 2mf. L1 ED 298 136

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.

60p. 1mf. L1 ED 297 488

Guide for Referral and Case Coordination for Young Children in Hospital Settings.

199p. 3mf. L1 ED 297 487

NETWORK, Inc., Andover, MA.

Compendium of Innovative Teacher Education Projects.
70p. 1mf. L1 ED 298 079

New Jersey State Dept. of Higher Education, Trenton.

Economic Impact of Georgian Court College on the Local Economy.
39p. 1mf. L1 ED 297 633

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Attendance Improvement Dropout Prevention (A.I.D.P.) Part-Time Jobs Program, 1986-1987. OEA Evaluation Report.
38p. 1mf. L1 ED 298 216

E.C.I.A. Chapter 1 Reading and Math with Athletics. Summer 1986.
37p. 1mf. L1 ED 298 195

Magnet School Program: 1987-1988. End-of-Year Report. OEA Evaluation Report.
24p. 1mf. L1 ED 298 215

Shaping the Future: Teaching Our Youngest Students. Research Brief #2.
9p. 1mf. L1 ED 297 847

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 6. Revised.
441p. 5mf. L1 ED 297 986

Integrated Mathematics Course I. Term 1. Pilot Edition.
265p. 3mf. L1 ED 297 994

Sequential Mathematics (Formerly Integrated Mathematics) Course I. Term 2. Pilot Edition.
252p. 3mf. L1 ED 297 995

Sequential Mathematics (Formerly Integrated Mathematics) Course II. Part 2. Pilot Edition.
259p. 3mf. L1 ED 297 997

Sequential Mathematics Course II. Part 1. Pilot Edition.
279p. 3mf. L1 ED 297 996

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Working with Students Who Have Dual Sensory Impairments and Cognitive Disabilities. A Handbook for Special Education Teachers and Related Services Personnel.
107p. 2mf. L1 ED 297 506

New York State Education Dept., Albany.

Board of Regents and State Education Department Efforts to Improve New York City Public Schools: 1977-1988.
42p. 1mf. L1 ED 298 239

Design and Drawing for Production. Syllabus. Field Test Edition II.

101p. 2mf. L1 ED 297 191

New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.

Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134

New York State Education Dept., Albany. Div. of Occupational Education Programs.

Occupationally Related Science. Draft Curriculum 1986-87.
114p. 2mf. L1 ED 297 975

New York Univ., NY. School of Education, Health, Nursing, and Arts Professions.

Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194

North Carolina State Dept. of Community Colleges, Raleigh.

Community College Laws of North Carolina, 1987 Edition.
70p. 1mf. L1 ED 297 822

Manual for Trustees of the North Carolina Community College System.
52p. 1mf. L1 ED 297 823

North Carolina State Board of Community Colleges Handbook.
55p. 1mf. L1 ED 297 824

Power Approach to Writing.
471p. 5mf. L2 ED 297 151

North Carolina State Dept. of Public Education, Raleigh.

Our Town Integrated Studies: A Resource.
138p. 2mf. L1 ED 298 054

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Student Services.

Guidelines for Handling Crisis Situations in the Schools.
28p. 1mf. L1 ED 297 233

North Carolina Univ., Chapel Hill. Div. of Physical Therapy.

Proceedings of the Symposium on Priorities for Physical Therapy in Maternal and Child Health (Rougemont, North Carolina, January 25-28, 1987).
90p. 1mf. L1 ED 297 537

North Central Association of Colleges and Schools, Chicago, Il. Commission on Institutions of Higher Education.

Collection of Papers on Self-Study and Institutional Improvement.
252p. 3mf. L1 ED 297 634

North Central Regional Educational Lab., Elmhurst, Il.

Legislative and State Educational Agency Perspectives on Teacher Incentive Policy. Summary of Presentation.
36p. 1mf. L1 ED 298 081

Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).
31p. 1mf. L1 ED 298 185

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Questioning Strategies To Encourage Critical Thinking.
11p. 1mf. L1 ED 297 410

Northeast Wisconsin Vocational, Technical and Adult Education District, Green Bay.

Master Contract between the Northeast Wisconsin Vocational, Technical and Adult Education District Board, Green Bay, Wisconsin and the Northeast Wisconsin Technical College Faculty Association, August 24, 1987--August 23, 1989.

73p. 1mf. L1 ED 297 835

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.

13p. 1mf. L1 ED 298 085

Northwest Regional Educational Lab., Portland, Oreg.

Characteristics of Successful Indian Students: Research and Development Program for Indian Education.

15p. 1mf. L1 ED 297 909

Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.

110p. 2mf. L1 ED 297 908

Summary of National Reform Recommendations. Program Report Prepared for the Chicago School Reform Design Project.

30p. 1mf. L1 ED 297 461

Oak Park - River Forest High School, Oak Park, Ill.

Interpretations: A Student Journal of Historical Writings, 1988.

74p. 1mf. L1 ED 298 061

OCLC Online Computer Library Center, Inc., Dublin, Ohio.

Nonfiction Book Use by Academic Library Users. Research Report-88/1.

60p. 1mf. L1 ED 297 743

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Improving Title VII Evaluations through Technical Assistance: Are There Approaches Which Can Enhance the System?

13p. 1mf. L1 ED 298 168

Program Evaluation and Testing in the Educational Programs of Micronesia--When Benchmarks are Needed.

18p. 1mf. L1 ED 297 585

Office of Educational Research and Improvement (ED), Washington, D.C.

At-Risk Students: Approaches to Identification and Intervention.

22p. 1mf. L1 ED 297 230

Office of Educational Research and Improvement (ED), Washington, DC.

"Many Moons": Understanding Teacher Learning from a Teacher Education Perspective. Issue Paper 88-5.

22p. 1mf. L1 ED 298 096

Addressing the "At-Risk" Challenge in the Nonurban Setting.

14p. 1mf. L1 ED 297 910

Analytical Description of the School Principal's Job. Report No. 13

135p. 2mf. L1 ED 297 418

At-Risk Youth: Definitions, Dimensions, and Relationships.
18p. 1mf. L1 ED 297 196

Boston Compact: A Teaching Case.
42p. 1mf. L1 ED 298 229

Characteristics of Successful Indian Students: Research and Development Program for Indian Education.
15p. 1mf. L1 ED 297 909

Compendium of Innovative Teacher Education Projects.
70p. 1mf. L1 ED 298 079

Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.
33p. 1mf. L1 ED 298 097

Comprehensive Cooperative Learning Approach to Elementary Reading and Writing: Effects on Student Achievement. Report No. 2.
31p. 1mf. L1 ED 297 262

Cooperative System for Public Library Data Collection: Final Report on a Pilot Project.
128p. 2mf. L1 ED 297 754

Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115

Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7, 1988.
3p. 1mf. L1 ED 297 402

Economy and Higher Education.
12p. 1mf. L1 ED 297 648

Effects of Strategy Training on the Identification of the Main Idea of Expository Passages. Report No. 4.
39p. 1mf. L1 ED 297 263

Experiences in School Improvement. The Story of 16 American Districts.
92p. 1mf. L1 ED 297 480

Field Study on Teachers' Engagement Project on the Effects of the School as a Workplace on Teachers' Engagement--Phase One. Final Report.
206p. 3mf. L1 ED 298 103

From Access to Achievement: Strategies for Urban Institutions. Proceedings from a National Invitational Conference (Los Angeles, California, November 15-17, 1987).
241p. 3mf. L2 ED 297 624

How the Writing Context Shapes College Students' Strategies for Writing from Sources. Technical Report No. 16.
26p. 1mf. L1 ED 297 374

Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963

Increasing Educational Productivity through Improving the Science Curriculum. Research Report Series RR-006.
51p. 1mf. L1 ED 297 956

Indicators of Literacy.
51p. 1mf. L1 ED 297 302

Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.
97p. 2mf. L1 ED 298 002

Information Skills for an Information Society: A Review of Research. An ERIC Information Analysis Product.
34p. 1mf. L1 ED 297 740

Information Technology and Mathematics: Opening New Representational Windows.
28p. 1mf. L1 ED 297 950

Library Programs; Library Services for Indian Tribes and Hawaiian Natives Program. Abstracts of Funded Projects, 1987. LSCA Title IV.
56p. 1mf. L1 ED 297 767

Library Programs: Library Literacy Program. Analysis of Funded Projects, 1987. LSCA VI.
82p. 1mf. L1 ED 297 766

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
57p. 1mf. L1 ED 297 547

Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
3p. 1mf. L1 ED 297 935

Monitoring Student Learning in the Classroom. School Improvement Research Series Close-Up #4.
13p. 1mf. L1 ED 298 085

Negotiating among Multiple Worlds: The Space/Time Dimensions of Young Children's Composing. Technical Report No. 15.
40p. 1mf. L1 ED 297 334

Policy Options for the Future of Compensatory Education: Conference Papers (Washington, D.C., November 18-19, 1986).
249p. 3mf. L1 ED 298 201

Private Sector Initiatives in Educational Reform. Proceedings of a Conference Sponsored by the National Advisory Council on Educational Research and Improvement (2nd, Washington, D.C., April 2, 1987).
89p. 1mf. L1 ED 297 420

Public Library Service for Older Adults: Update 1986. Final Report.
100p. 2mf. L1 ED 297 759

Punctuation and the Prosody of Written Language. Technical Report No. 11.
36p. 1mf. L1 ED 297 319

Reading Instruction in the Mainstream: A Cooperative Learning Approach. Report No. 5.
53p. 1mf. L1 ED 297 261

Recruiting and Selecting Principals. ERIC Digest Series Number EA27.

4p. 1mf. L1 ED 297 481
Redesigning Rural Education: Ideas for Action.
23p. 1mf. L1 ED 297 897
Resources in Education (RIE). Volume 24, Number 1.
p. mf. L2 ED 297 085
School Dropouts: Policy Prospects. Policy Issues.
26p. 1mf. L1 ED 297 423
Science/Technology/Society in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 073
Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783
Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue.
36p. 1mf. L2 ED 297 193
Sisyphean Task: Historical Perspectives on the Relationship between Writing and Reading Instruction. Technical Report No. 7.
51p. 1mf. L1 ED 297 318
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. Eric Digest Number 6, 1988.
3p. 1mf. L1 ED 297 303
Speaking of Knowing: Conceptions of Learning in Academic Subjects. Academic Learning in High School Subjects. Final Report.
147p. 2mf. L1 ED 297 336
Standardizing School Dropout Measures. CPRE Research Report Series.
33p. 1mf. L1 ED 298 184
Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.
15p. 1mf. L1 ED 297 661
Strategic Planning for Educational Reform and Improvement.
56p. 1mf. L1 ED 297 462
Success for At-Risk Students. Conference Proceedings (Chicago, Illinois, February 4-7, 1987).
31p. 1mf. L1 ED 298 185
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
4p. 1mf. L1 ED 298 213
Teacher Ethnicity: Relationships with Teaching Rewards and Incentives.
59p. 1mf. L1 ED 298 078
Teaching about Religion in the Social Studies. ERIC Digest.
4p. 1mf. L1 ED 298 072
Teaching for Thinking: An Annotated Resource List. No 9605. Linking R&D to Practice.
11p. 1mf. L2 ED 297 295
Teaching the Bill of Rights. ERIC Digest.
4p. 1mf. L1 ED 298 076
Unlocking Shakespeare's Language: Help for the Teacher and Students. TRIP: Theory & Research into Practice Series.
93p. 1mf. L1 ED 297 324
What We Know about Phonics. Research in Brief.

3p. 1mf. L1 ED 297 298

Office of Naval Research, Washington, D.C.

Directly Comparing Computer and Human Performance in Language Understanding and Visual Reasoning.

14p. 1mf. L1 ED 298 180

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Coalition Quarterly, Volume I, Numbers 1-5, Volume II, Numbers 1-4, Volume III, Numbers 1-3, Volume IV, Numbers 1-4.

118p. 2mf. L1 ED 297 486

Least Restrictive Environment: Commitment to Implementation. Proceedings of the National Leadership Conference (Indianapolis, Indiana, May 20-21, 1987).

169p. 2mf. L2 ED 297 540

Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.

9p. 1mf. L1 ED 297 531

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Academic Learning Time. Abstract I: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 549

Adapting Instructional Materials for Mainstreamed Students. Abstract IX: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 557

Deinstitutionalization of Minors with Mental Retardation. Abstract X: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 558

Early Childhood Identification of Handicapped or "At Risk" Children. Absract VI: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 554

Finance Formula. Abstract II: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 550

Instructional Practices. Abstract IV: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 552

Least Restrictive Environment. Abstract III: Research & Resources on Special Education.

3p. 1mf. L1 ED 297 551

(Continued)

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

Master Directory: Research Projects Currently Funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. Update.
57p. 1mf. L1 ED 297 547

Minimum Competency Testing and Employability of Learning Disabled Adolescents. Abstract VII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 555

Post-School Status of Learning Disabled Students. Abstract VIII: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 556

Self-Management for Severely Handicapped Persons in Integrated Job Settings. Abstract V: Research & Resources on Special Education.
3p. 1mf. L1 ED 297 553

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Training Program for Paraprofessionals Working in Special Education and Related Services.
195p. 3mf. L2 ED 297 517

Office of Vocational and Adult Education (ED), Washington, DC.

Dynamics of Secondary Vocational Classrooms.
519p. 6mf. L1 ED 297 090

Dynamics of Secondary Vocational Classrooms machine-readable data file .
29p. 1mf. L3 ED 297 138

Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132

Ohio Academy of Science, Columbus.

Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166

Ohio State Dept. of Natural Resources, Columbus.

Litter Prevention & Recycling. Ohio Science Workbook: 1987 Edition
86p. 1mf. L1 ED 297 978

Ohio State Univ., Columbus. National Center for Research in

Vocational Education.
Aggregate Employment Effects of TJTC. Task 5 Final Report. Revised.
75p. 1mf. L1 ED 297 156
Dynamics of Secondary Vocational Classrooms machine-readable data file .
29p. 1mf. L3 ED 297 138
Dynamics of Secondary Vocational Classrooms.
519p. 6mf. L1 ED 297 090
Education, Training, and Employment Outcomes: Analysis of a National Survey of Employers. Final Technical Report.
43p. 1mf. L1 ED 297 157
Effects of TJTC on Disadvantaged Populations. Task 2 Final Report. Revised.
205p. 3mf. L1 ED 297 154
Effects of TJTC on Employees. Task 4 Final Report. Revised.
227p. 3mf. L1 ED 297 155
Entrepreneurship and Economic Development: Catalysts for Change. Proceedings of the Meeting of the National Entrepreneurship Education Consortium (Las Vegas, Nevada, December 3, 1987).
67p. 1mf. L1 ED 297 165
Entrepreneurship Program Database.
224p. 3mf. L1 ED 297 167
High School Preparation for Employment.
163p. 2mf. L1 ED 297 158
Noneconomic Effects of Vocational Education.
103p. 2mf. L1 ED 297 132
Ohio Entrepreneurship Education Grant Winners Showcase (Columbus, Ohio, May 11, 1988).
108p. 2mf. L1 ED 297 166
Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.
56p. 1mf. L1 ED 297 150

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Oklahoma State Occupational Information Coordinating Committee.
Licensed Occupations of Oklahoma.
113p. 2mf. L1 ED 297 098

Ontario Dept. of Education, Toronto.
Special Needs Music Community: Color and the Computer.
16p. 1mf. L1 ED 298 032
Word Processing in Elementary Schools: Seven Case Studies. Education and Technology Series.
67p. 1mf. L1 ED 297 317

Ontario Dept. of Education, Toronto. Program Implementation and Review Branch.
Canadian Studies: Geography. A Report for Educators.
177p. 2mf. L1 ED 298 059

Ontario Inst. for Studies in Education, Toronto. Higher Education

Group.
Governments and Higher Education--the Legitimacy of Intervention. Papers Presented at the Conference on Higher Education (2nd, Toronto, Ontario, Canada, October 23-24, 1986).
393p. 5mf. L2 ED 297 610

Oregon School Study Council, Eugene.
Building Coalitions for Support of Schools.
37p. 1mf. L1 ED 297 482

Hiring Capable Principals. How School Districts Recruit, Groom, and Select the Best Candidates.
40p. 1mf. L1 ED 297 436

Oregon State Dept. of Education, Salem.
More with Four: A Look at the Four Day Week in Oregon's Small Schools.
21p. 1mf. L1 ED 297 919

Oregon Univ., Eugene.
Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.
81p. 1mf. L1 ED 297 541

Oregon Univ., Eugene. Center for Educational Policy and Management.
Deciding How To Decide: Decision Making in Schools. A Presenter's Guide. Research Based Training for School Administrators. Revised.
55p. 1mf. L1 ED 297 414

Time for Mastery.
15p. 1mf. L1 ED 298 108

Organisation for Economic Cooperation and Development, Paris (France).
Educational Space Requirements and the Effective Use of Resources. Conclusions of a Seminar (Lysebu, Voksenkollen, Norway, May 20-23, 1986).
43p. 1mf. L2 ED 297 470

Time for a Change? Conclusions of a Seminar on the Organisation of School Time and Its Implications for Buildings (Ouranoupoli, Greece, October 11-16, 1987).
38p. 1mf. L2 ED 297 471

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies: France, Germany, Japan, Sweden, United States.
92p. 1mf. L2 ED 297 139

ORI, Inc., Bethesda, Md. Information Systems Div.
Resources in Education (RIE). Volume 24, Number 1.
p. mf. L2 ED 297 085

Pacific Northwest Library Assoc., Baker, Oreg.
Library Statistics of Colleges and Universities in the Pacific Northwest, 1986-87.
73p. 1mf. L1 ED 297 756

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523
((Educating the Handicapped to Enter the World of Work)).
8p. 1mf. L1 ED 297 522
((Metacognition and Related Teaching and Learning Strategies)).
8p. 1mf. L1 ED 297 520
((Teaching of Mathematics to Mildly Handicapped Students)).
6p. 1mf. L1 ED 297 521
Teaching of Written Language Skills to Mildly Handicapped Students . PRISE Reporter No. 18, October 1986.
6p. 1mf. L1 ED 297 519

Pennsylvania State Dept. of Education, Harrisburg.
National Survey in Regard to HR 5.
64p. 1mf. L1 ED 298 187

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
((Early Intervention for Handicapped Preschool Children)).
8p. 1mf. L1 ED 297 523
((Educating the Handicapped to Enter the World of Work)).
8p. 1mf. L1 ED 297 522
((Metacognition and Related Teaching and Learning Strategies)).
8p. 1mf. L1 ED 297 520
((Teaching of Mathematics to Mildly Handicapped Students)).
6p. 1mf. L1 ED 297 521
Teaching of Written Language Skills to Mildly Handicapped Students . PRISE Reporter No. 18, October 1986.
6p. 1mf. L1 ED 297 519

Pennsylvania State Univ., University Park. Office of Continuing Professional Education.
Continuing Professional Education Delivery Systems.
46p. 1mf. L1 ED 297 093
Developing a Needs Assessment Plan in Continuing Professional Education.
86p. 1mf. L1 ED 297 092
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Fourth Edition.
331p. 4mf. L1 ED 297 094

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Developmental Reading and Writing at Piedmont Virginia Community College. Research Report Number 4-88.
20p. 1mf. L1 ED 297 803
Employer Survey Results for the PVCC Graduating Class of 1985-1986. Research Report Number 6-88.
46p. 1mf. L1 ED 297 805
PVCC Full-Time Students: Fall Quarter 1987. Research Report No. 5-88.

29p. 1mf. L1 ED 297 804

Pittsburgh Univ., Pa. Learning Research and Development Center.

Inference and Discovery in an Exploratory Laboratory. Technical Report No. 10.

97p. 2mf. L1 ED 298 002

Knowledge-Constrained Inferences about New Domain-Related Concepts: Contrasting Expert and Novice Children.

40p. 1mf. L1 ED 297 882

Pittsburgh Univ., PA. Libraries.

Preservation Planning Project Study Team. Final Report.

97p. 2mf. L2 ED 297 737

Policy Studies Associates, Inc., Washington, DC.

Evaluation of the ECIA Chapter 1 Technical Assistance Centers (TACs).

95p. 1mf. L1 ED 297 475

President's Council on Physical Fitness and Sports, Washington, D.C.

Get Fit! A Handbook for Youth Ages 6-17. How To Get in Shape To Meet the President's Challenge and Earn the Presidential Fitness Award.

45p. 1mf. L1 ED 298 125

National Women's Leadership Conference on Fitness. Proceedings. (Washington, D.C., April 6-7, 1984).

79p. 1mf. L1 ED 298 101

Primary English Teaching Association, Rozelle (Australia).

Australian Literature in the Primary Classroom.

93p. 1mf. L1 ED 297 372

Writing for Life.

131p. 2mf. L1 ED 297 373

Prince George's Community Coll., Largo, Md.

Prince George's Community College 1988-93 Master Plan.

22p. 1mf. L1 ED 297 816

Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

Associate Degree Nursing Program: Program Evaluation Report 88-4.

32p. 1mf. L1 ED 297 828

Princeton Univ., NJ. Mid-Career Fellowship Program.

Designing a Curriculum for Computer Students in the Community College.

24p. 1mf. L1 ED 297 790

General Education Reform in the New Jersey Community Colleges: The Bergen Community College Experience, 1982-1987.

47p. 1mf. L1 ED 297 789

Infusing International Experience into the Curriculum.

19p. 1mf. L1 ED 297 791

Learning To Be Human: Confucian Resources for Rethinking General Education.

39p. 1mf. L1 ED 297 788

Using Writing To Integrate the Curriculum: The Constructs at the Core.

21p. 1mf. L1 ED 297 787

Public Education Association, New York, N.Y.
Effective Dropout Prevention: The Case for Schoolwide Reform.
77p. 1mf. L1 ED 298 225

Public School Forum of North Carolina, Raleigh.
North Carolina's Lead Teacher/Restructured School Pilot Project: An Interim Report.
19p. 1mf. L2 ED 297 467

Talking with Educators. The Results of a Series of Conferences Designed To Give Voice to the Views of Outstanding North Carolina Educators.
34p. 1mf. L2 ED 297 466

Rancho Santiago Community Coll., Santa Ana, Calif.
Developing Criteria for Institutional Effectiveness: A Statewide Workshop. Proceedings (Santa Ana, California, April 28-29, 1988).
31p. 1mf. L1 ED 297 818

Rand Corp., Santa Monica, Calif.
Correctional Supervision of Juvenile Offenders: Where Do We Go from Here?
35p. 1mf. L2 ED 297 210

Indicators of Literacy.
51p. 1mf. L1 ED 297 302

Moving Out and Marriage: What Do Young Adults Expect?
13p. 1mf. L2 ED 297 214

Private Copying, Appropriability, and Optimal Copying Royalties.
43p. 1mf. L2 ED 297 745

Recent Contributions of Information Sciences Research at RAND to Modeling- and Simulation-Based Policy Analysis.
32p. 1mf. L2 ED 297 746

Toward More Effective Drug Prevention Programs.
19p. 1mf. L2 ED 297 211

Rand Corp., Washington, D.C.
Standardizing School Dropout Measures. CPRE Research Report Series.
33p. 1mf. L1 ED 298 184

Reford-McCandless International Inst., Toronto (Ontario).
Launching Kit for Learning Activities Centered about the 1987 Summits in Canada = Trousse de Reference Concernant les Activites D'apprentissage Axees sur les Sommets de 1987 au Canada.
150p. 2mf. L1 ED 298 029

Refugee Policy Group, Washington, DC.
Serving the Newly Legalized: Their Characteristics and Current Needs.
78p. 1mf. L1 ED 298 243

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
At-Risk Students: Approaches to Identification and Intervention.
22p. 1mf. L1 ED 297 230

Our Town Integrated Studies: A Resource.

138p. 2mf. L1 ED 298 054
Serving At-Risk Youth. The Cutting Edge: New R&D Products. Special Topical Issue.
36p. 1mf. L2 ED 297 193
Teaching for Thinking: An Annotated Resource List. No. 9605. Linking R&D to Practice.
11p. 1mf. L2 ED 297 295

Research and Evaluation Associates, Inc., Chapel Hill, NC.
Policy Options for the Future of Compensatory Education: Conference Papers (Washington, D.C., November 18-19, 1986).
249p. 3mf. L1 ED 298 201

Research for Better Schools, Inc., Philadelphia, Pa.
Addressing the "At-Risk" Challenge in the Nonurban Setting.
14p. 1mf. L1 ED 297 910
At-Risk Youth: Definitions, Dimensions, and Relationships.
18p. 1mf. L1 ED 297 196
Strategic Planning for Educational Reform and Improvement.
56p. 1mf. L1 ED 297 462
Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.
56p. 1mf. L1 ED 297 150

Research Inst. for Computer and Information Systems, Houston, TX.
Factors Shaping the Evolution of Electronic Documentation Systems. Research Activity No. IM.4.
130p. 2mf. L1 ED 297 765

Research Triangle Inst., Research Triangle Park, N.C.
Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
110p. 2mf. L1 ED 297 927
Instructional Services for Native American Students with Limited-English-Proficiency: Year One Report of the National Evaluation of Services for Limited-English-Proficient Native American Students.
269p. 3mf. L1 ED 297 928

Rhode Island Coll., Providence. School of Education and Human Development.
Integrating Materials about Women into the Curriculum. Currents: Issues in Education and Human Development, Volume Five, Number Two.
67p. 1mf. L1 ED 297 611

Rhode Island State Dept. of Education, Providence.
At-Risk Students: Approaches to Identification and Intervention.
22p. 1mf. L1 ED 297 230

Roanoke-Chowan Community Coll., Ahoskie, NC.
Power Approach to Writing.
471p. 5mf. L2 ED 297 151

Rockefeller Foundation, New York, N.Y.

Brown Plus Thirty: Perspectives on Desegregation. Proceedings of a Conference Commemorating the Thirtieth Anniversary of the 1954 Supreme Court Decision in Brown v. The Board of Education of Topeka, Kansas (New York, New York, September 11-14, 1984).
119p. 2mf. L2 ED 298 194

Royal Melbourne Inst. of Tech. (Australia).
Tertiary Students & Library Usage with Particular Emphasis on Public Libraries. A Report of a 1986 Melbourne Survey. Occasional Paper No. 3.
298p. 4mf. L2 ED 297 748

Rutgers, The State Univ., New Brunswick, N.J.
Standardizing School Dropout Measures. CPRE Research Report Series.
33p. 1mf. L1 ED 298 184

Rutgers, The State Univ., New Brunswick, NJ. School of Communication, Information, and Library Studies.
Public Library Service for Older Adults: Update 1986. Final Report.
100p. 2mf. L1 ED 297 759

Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
53p. 1mf. L1 ED 298 222

Compensatory Education Product Evaluation: Elementary and Secondary Academic Achievement (A2) 1987-1988.
41p. 1mf. L1 ED 298 221

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report 1987-88.
41p. 1mf. L1 ED 298 233

State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report: 1987-88.
50p. 1mf. L1 ED 298 223

San Francisco Community Coll. District, Calif.
S.I.Q. Student Information Questionnaire: A Survey of Student Characteristics, Fall 1986.
170p. 2mf. L1 ED 297 800

San Francisco Foundation, Calif.
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Seattle Public Schools, Wash.
Kindergarten. Student Learning Objectives, Suggested Activities, and Assessment Procedures. 1987-88.
14p. 1mf. L1 ED 297 863

Shoreline Community Coll., Seattle, Wash.
Who Are We Missing? Why Some Students Are Failing Freshman Composition...and How Others Are Succeeding.
25p. 1mf. L1 ED 297 785

Snowmass Inst. for Advanced Management Studies, CO.
Report on the Annual Management Institute for College and University Executives on the Topic, "Strategic Planning and Management" (11th, Snowmass, Colorado, June 28-July 3, 1987).
26p. 1mf. L1 ED 297 784

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Controlling for Background Beliefs When Developing Multiple-Choice Critical Thinking Tests. Technical Report No. 429.
15p. 1mf. L1 ED 297 280

Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
28p. 1mf. L1 ED 297 573

Informal Reasoning Assessment: Using Verbal Reports of Thinking to Improve Multiple-Choice Test Validity. Technical Report No. 430.
24p. 1mf. L1 ED 297 281

Role of Gender, Self- and Task Perceptions in Mathematics and Science Participation among College Students.
151p. 2mf. L1 ED 297 945

Society for Accelerative Learning and Teaching, Inc.
Journal for the Society of Accelerative Learning and Teaching, Volume 11, Numbers 1-4, 1986.
301p. 4mf. L1 ED 297 606

South Brunswick Township Board of Education, Monmouth Junction, N.J.
Core Program for the 90's: Changing Patterns for Instruction. Final Report.
38p. 1mf. L1 ED 298 115

South Carolina Commission on Higher Education, Columbia.
Inventory of Academic Degree Programs in South Carolina. Thirteenth Edition.
182p. 2mf. L1 ED 297 637

Laws and Regulations for Licensing Non-Public Educational Institutions to Confer Degrees.
32p. 1mf. L1 ED 297 639

South Carolina Higher Education Statistical Abstract. Tenth Edition.
103p. 2mf. L1 ED 297 641

South Carolina Higher Education Statistical Abstract. Ninth Edition.
95p. 1mf. L1 ED 297 640

South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond.
47p. 1mf. L1 ED 297 638

South Carolina State Library, Columbia.
South Carolina State Library Annual Report, 1986-1987.

67p. 1mf. L1 ED 297 735

South Plains Coll., Levelland, Tex.
Commitment to Literacy: The Learning Center's Annual Report, 1986-87.
46p. 1mf. L1 ED 297 795

Southampton Univ. (England).
Study of Resources and Overture. Final Report.
21p. 1mf. L1 ED 297 940

Southeastern Educational Improvement Lab., Research Triangle Park, NC.
Improving Mathematics Curriculum and Instruction: A South Carolina Model for Using Statewide Test Data.
54p. 1mf. L1 ED 297 963

Southern Growth Policies Board, Research Triangle Park, N.C.
Developing a More Productive Southern Workforce: State Skills Corporations. Foresight. Model Programs for Economic Development.
24p. 1mf. L1 ED 297 177

Southwest Wisconsin Vocational, Technical, and Adult Education District 3, Fennimore.
Agreement between the Southwest Wisconsin Board of Vocational, Technical & Adult Education and the Professional Staff Association, 1987-1990.
39p. 1mf. L1 ED 297 834

Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Early Referral Follow-Up Project. Final Report, October 1, 1983 to September 30, 1986.
60p. 1mf. L1 ED 297 488

Guide for Referral and Case Coordination for Young Children in Hospital Settings.
199p. 3mf. L1 ED 297 487

Spencer Foundation, Chicago, Ill.
City Schools, Rural Schools. MacArthur/Spencer Series Number 6.
14p. 1mf. L1 ED 297 477

Stanford Univ., Calif. School of Education.
Status Equalization Project.
35p. 1mf. L1 ED 298 237

Writing to Study and Learn.
58p. 1mf. L1 ED 297 316

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Geographic Origins of Students. Fall 1987. Volume II. Report Number 2-88.
498p. 6mf. L1 ED 297 650

Geographic Origins of Students. Fall 1987. Volume I. Report Number 2-88.
590p. 7mf. L1 ED 297 649

Trends in Geographic Origins of Students. Full-Time, 1959-1987; First-Time Full-Time, 1981-1987. Volume III. Report No. 2-88.

592p. 7mf. L1 ED 297 651

State Univ. of New York, Albany. Two Year Coll. Development Center.
Impact of the Writing Sample on GED Test Performance.
32p. 1mf. L1 ED 297 134

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1986-1987.
156p. 2mf. L1 ED 297 162

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Information Externalities and the Social Payoff to Academic Achievement. Working Paper No. 87-06. Revised.
62p. 1mf. L1 ED 297 440

Vocational and Academic Education in High School: Complements or Substitutes. Working Paper 88-10.
35p. 1mf. L1 ED 297 149

Vocational Education for At-Risk Youth: How Can It Be Made More Effective? Working Paper 88-11.
56p. 1mf. L1 ED 297 150

Summer Inst. of Linguistics, Dallas, Tex.
Dinka Vowel System. Publications in Linguistics Number 82.
102p. 2mf. L2 ED 297 580

Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

Syracuse Univ., NY. Center on Human Policy.
Annotated Bibliography on Community Integration for People with Severe Disabilities.
159p. 2mf. L1 ED 297 535

Families for All Children.
13p. 1mf. L1 ED 297 536

Teachers Insurance and Annuity Association, New York, N.Y.
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
Discrimination Litigation in Academe: Effects on Institutions and Individuals.
19p. 1mf. L1 ED 297 619

Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
Training Competencies of Human Resource Development Specialists in Tennessee. Summary Report. Research Series No. 1.
13p. 1mf. L1 ED 297 163

Tennessee Univ., Knoxville. Univ. Libraries.
Library Survey Summary, University of Tennessee, Knoxville.

86p. 1mf. L1 ED 297 742

Texas A and M Univ., College Station. Library.
Industry Standards in the Sterling C. Evans Library, Texas A&M University, and in VSMF, Microtext Department.
17p. 1mf. L1 ED 297 751

Texas Association of Junior and Community Coll. Administrators.
Second Chance for Texans: Remedial Education in Two-Year Colleges.
26p. 1mf. L1 ED 297 783

Texas Education Agency, Austin.
Attracting Students and Teachers to the Library Media Center.
39p. 1mf. L1 ED 297 764

Growing Thinkers Program, Houston Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 1).
7p. 1mf. L1 ED 297 278

High Expectations Reading Program, McAllen Independent School District (Realistic Educational Achievement Can Happen-REACH, Vol. II, Part 4).
7p. 1mf. L1 ED 297 279

Think about It: Volume III, Part I. A Collection of Articles on Higher Order Thinking Skills. REACH: Realistic Educational Achievement Can Happen.
118p. 2mf. L1 ED 298 141

Texas Education Agency, Austin. Div. of Educational Assessment.
Mathematics Objectives and Measurement Specifications: 1986-1990, Grade 3. Texas Educational Assessment of Minimum Skills.
30p. 1mf. L1 ED 298 142

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
36p. 1mf. L1 ED 298 164

Mathematics Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
35p. 1mf. L1 ED 298 167

Reading Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
34p. 1mf. L1 ED 298 163

Reading Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 161

Reading Objectives and Measurement Specifications, 1986-1990, Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
32p. 1mf. L1 ED 298 166

Writing Objectives and Measurement Specifications, 1986-1990, Grade 9. Texas Educational Assessment of Minimum Skills (TEAMS).
31p. 1mf. L1 ED 298 162

Writing Objectives and Measurement Specifications, 1986-1990, Grade 5. Texas Educational Assessment of Minimum Skills (TEAMS).
33p. 1mf. L1 ED 298 160

Writing Objectives and Measurement Specifications, 1986-1990,

Grade 7. Texas Educational Assessment of Minimum Skills (TEAMS).
29p. 1mf. L1 ED 298 165

Texas State Council on Vocational Education, Austin.
Dropout Dilemma: Searching for Formulas That Work.
12p. 1mf. L1 ED 297 110

Texas State Library, Austin.
Annual Program, 1986. Texas State Library.
286p. 3mf. L1 ED 297 727

Texas Univ., Arlington.
Dinka Vowel System. Publications in Linguistics Number 82.
102p. 2mf. L2 ED 297 580
Hispanic Linguistics. Current Trends and Issues. Publications in Linguistics Number 80.
137p. 2mf. L2 ED 297 579

Texas Univ., Austin. Research and Development Center for Teacher Education.
Configurations of School-Based Leadership Teams.
36p. 1mf. L1 ED 297 415

Ulster County Community Coll., Stone Ridge, N.Y.
Employment Agreement between the County of Ulster and the Ulster County Community College Faculty Association, September 1, 1987 to August 31, 1990.
19p. 1mf. L1 ED 297 812

United Indians of All Tribes Foundation, Seattle, Wash.
Minority Disproportionality in Higher Education with an Emphasis on Teacher Preparation.
61p. 1mf. L1 ED 298 110

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Disaster Planning: Preparedness and Recovery for Libraries and Archives: A RAMP Study with Guidelines.
190p. 2mf. L2 ED 297 769

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Design Ideas for Play Spaces for Three to Six Year Olds: Educational Building Digest 19.
17p. 1mf. L1 ED 297 904
Directory of National Institutions of Educational Planning and Administration in Asia and the Pacific. Second Edition.
78p. 1mf. L2 ED 298 031
Education in Asia and the Pacific. Reviews, Reports and Notes Number 24, December 1987.
140p. 2mf. L1 ED 297 721
Education in Asia and the Pacific: Reviews, Reports and Notes. Number 23.
155p. 2mf. L2 ED 298 013
Inventory of Documents on Educational Planning and Management in Asia and the Pacific.

232p. 3mf. L2 ED 297 429

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Studies in Mathematics Education. Volume 6. Out-of-School Mathematics Education.
138p. mf. L3 ED 297 948

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
Educational Module on Conservation and Management of Natural Resources. Environmental Education Series 3. Unesco-UNEP International Environmental Education Programme.
92p. 1mf. L2 ED 297 949

United States Information Agency, Washington, D. C.
Profiles: Detailed Analyses of the Foreign Student Population, 1985/86.
199p. 3mf. L1 ED 297 666

University Council for Educational Administration.
Implications for Educational Research of a Changing Federal Educational Policy. Occasional Paper No. 4.
42p. 1mf. L1 ED 297 426

University of South Florida, Tampa. Dept. of Adult and Vocational Education.
Florida Vocational Program Guide for Electronics, Industrial Electronics, Electronic Technology.
120p. 2mf. L1 ED 297 114
Florida Vocational Program Guide for Residential Plumbing, Residential and Commercial Plumbing.
109p. 2mf. L1 ED 297 115

University of Southern Mississippi, Hattiesburg. Dept. of Special Education.
Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

University of Southern Mississippi, Hattiesburg. Univ. Affiliated Program.
Planning Systems of Transitions to the Least Restrictive Environment for Persons Serving Learners with Severe Handicaps.
9p. 1mf. L1 ED 297 531

University of Western Ontario, London. Dept. of Psychology.
Individual Difference Correlates of Second-Language Achievement: An Annotated Bibliography. Research Bulletin No. 667.
28p. 1mf. L1 ED 297 573

Urban Inst., Washington, D.C.
Reassessing Shelter Assistance in America. Volume I: Analysis and Findings. Project Report.
157p. 2mf. L2 ED 298 190

Utah System Approach to Individualized Learning Project.
Managing Your Mathematics Program: A Total System. A Guide to the U-SAIL Basic Mathematics System.
37p. 1mf. L1 ED 297 985

Managing Your Reading Program--A Total System.
54p. 1mf. L1 ED 297 311

Vancouver Community Coll., British Columbia.
Vancouver Community College Educational Plan, 1988-1993.
42p. 1mf. L1 ED 297 841

Vermont State Dept. of Education, Montpelier.
Youth Suicide Prevention in Vermont. The Lieutenant Governor's Task Force.
39p. 1mf. L1 ED 297 244

Vermont State Dept. of Employment and Training, Montpelier.
Workforce Reduction Committees. A Labor/Management Approach.
26p. 1mf. L2 ED 297 170

Virginia State Dept. of Community Colleges, Richmond.
Assessment of Institutional Effectiveness: A Position Paper Prepared for the Committee on the Future of the Virginia Community College System.
13p. 1mf. L1 ED 297 806

Vocational and Rehabilitation Research Inst., Calgary (Alberta).
Leisure and Recreation Behavior Checklist.
10p. 1mf. L1 ED 297 491

Leisure and Recreation Behavior Evaluation.
8p. 1mf. L1 ED 297 490

Walla Walla Community Coll., Wash.
Contract between the Board of Trustees of Community College District No. 20 and the Walla Walla Community College Association for Higher Education, 1987-89.
41p. 1mf. L1 ED 297 813

Washington Office of the State Superintendent of Public Instruction, Olympia.
ACTION Planning for Leadership Development in Home and Family Life Programs.
49p. 1mf. L1 ED 297 148

Effective Schools: Implications for Programs Serving High School Students with Moderate and Severe Handicaps: A Primer for Principals.
81p. 1mf. L1 ED 297 541

Evaluation Program for Integrated Elementary Schools and Programs. Multicultural Education Resource Series.
20p. 1mf. L1 ED 298 217

Interact. A Plan for Participation in Home & Family Life Programs. Revised. H.E. Bulletin No. 44.
25p. 1mf. L1 ED 297 121

National Standards: Oral and Written Communications.
17p. 1mf. L1 ED 297 351

Report to the Legislature on Development of Teacher Evaluation Models. (Chapter 73, Laws of 1986).
44p. 1mf. L1 ED 298 102

Report to the Legislature on Scoliosis Screening Cost/Benefit Analysis.
11p. 1mf. L1 ED 298 113

Report to the Legislature on the Teacher Assistance Program. (Chapter 507, Laws of 1987).
40p. 1mf. L1 ED 298 104

Study of Washington-Trained Education Graduates Pursuing Certification and Careers Out of State.
29p. 1mf. L1 ED 298 118

Washington State ECIA Chapter 2 District Programs End-of-Year Report, 1985-86.
20p. 1mf. L1 ED 298 218

Washington State ECIA Chapter 2 District Programs End-of-Year, 1986-87.
20p. 1mf. L1 ED 298 219

Washington State ECIA Chapter 2 End-of-Year Report 1986-87.
23p. 1mf. L1 ED 298 220

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Vocational-Technical and Adult Education Services.
Building Life Skills for Tomorrow's Leaders. Yearbook 1987-1988.
55p. 1mf. L1 ED 297 143

Guidelines for the Development of a Microcomputer Curriculum.
64p. 1mf. L1 ED 297 147

Information Processing Applications: Curriculum Guidelines.
133p. 2mf. L1 ED 297 111

Keyboarding: Curriculum Guidelines.
39p. 1mf. L1 ED 297 112

Office Procedures Curriculum Guidelines.
33p. 1mf. L1 ED 297 140

Washington STAR Events Manual. Revised.
46p. 1mf. L1 ED 297 142

Washington State Traffic Safety Education Curriculum Guide. A Master Guide for Implementing a Performance-Based Curriculum.
338p. 4mf. L1 ED 297 144

Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
Dr. Martin Luther King, Jr. Washington State Resource Guide.
99p. 2mf. L1 ED 298 231

Washington State Adult Refugee Project. ESL Master Plan (Revised). Guidelines for Institutional Curricula for Refugees.
56p. 1mf. L1 ED 298 230

Washington State Board of Education, Olympia.
State Board of Education Initiatives: Professional Education in the 1980s.
45p. 1mf. L1 ED 298 119

Washington State Legislature, Olympia.
Remediation Assistance Program: Annual Report and Evaluation, 1986 (Grades 2-6 and Grades 7-9).
42p. 1mf. L1 ED 297 861

Washington Univ., Seattle. Center for Instructional Development and Research.
CIDR: A Small Service Firm within a Research University.
26p. 1mf. L1 ED 297 615

Preliminary Report on the International Teaching Assistant Training Pilot Project.
41p. 1mf. L1 ED 297 613

T.A. Training Planning Meeting, May 20, 1986. Center for Instructional Development and Research, University of Washington.
85p. 1mf. L1 ED 297 614

Weingart Foundation, Los Angeles, CA.
Beyond the Borders: A Discussion of Student Financial Aid and Educational Opportunity in Texas, New York and the Pacific Rim in Relationship to California.
43p. 1mf. L1 ED 297 643

Paying for College: Student Loans and Alternative Financing Mechanisms.
30p. 1mf. L1 ED 297 644

Wellesley Coll., MA. Stone Center for Developmental Services and Studies.
Sexual Violence. Work in Progress No. 83-05.
11p. 1mf. L1 ED 297 252

Wellesley Coll., Mass. Center for Research on Women.
Words and Things: Recovering the Experience of Women in the Emerson Family, 1700-1863. Working Paper No. 168.
67p. 1mf. L2 ED 298 058

Wenatchee Valley Coll., Wenatchee, Wash.
Negotiated Agreement between Board of Trustees Wenatchee Valley College and Wenatchee Valley College Association for Higher Education.
72p. 1mf. L1 ED 297 820

West Virginia Humanities Foundation, Charleston.
Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012

Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011

West Virginia Univ., Morgantown. Agricultural and Forestry Experiment Station.
Role of Agriculture in the Economic Development of West Virginia: An Input-Output Analysis. Miscellaneous Publication No. 20.
14p. 1mf. L1 ED 297 895

West Virginia Women's Commission, Charleston.
Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012

Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011

West Virginia Women's Foundation, Charleston.
Missing Chapters II: West Virginia Women in History.
217p. 3mf. L1 ED 298 012

Missing Chapters: West Virginia Women in History.
131p. 2mf. L1 ED 298 011

Western Interstate Commission for Higher Education, Boulder, Colo.
Community Colleges at the Crossroads. Summary Report and Proceedings of a Legislative Workshop (Eugene, Oregon, September 28, 1985).
97p. 2mf. L2 ED 297 802

WETA - TV, Washington, D.C.
National Audubon Society Specials. Teacher's Guide I.
38p. 1mf. L2 ED 297 944

White House Conference on a Drug Free America, Washington, DC.
White House Conference for a Drug Free America. Final Report.
246p. 3mf. L1 ED 298 100

William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
Communities and Adolescents: An Exploration of Reciprocal Supports.
98p. 2mf. L1 ED 297 201

Facts and Faith: A Status Report on Youth Service.
56p. 1mf. L1 ED 298 234

Wisconsin Association for Environmental Education.
Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
103p. 2mf. L1 ED 297 970

Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
104p. 2mf. L1 ED 297 973

Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
101p. 2mf. L1 ED 297 971

Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
116p. 2mf. L1 ED 297 972

Wisconsin Association of Academic Librarians.
Minimum Library Use Skills Survey.
10p. 1mf. L1 ED 297 758

Wisconsin Center for Education Research, Madison.
Standardizing School Dropout Measures. CPRE Research Report Series.
33p. 1mf. L1 ED 298 184

Urban Mathematics Collaborative Project: Report to the Ford Foundation on the 1986-87 School Year. Program Report 88-1.
361p. 4mf. L1 ED 297 965

Wisconsin State Dept. of Public Instruction, Madison.
Summer Splash. 1988 Wisconsin Summer Library Program Manual. Bulletin No. 8230.
137p. 2mf. L1 ED 297 760

Wisconsin Univ., Madison. Trace Center.
Accessible Computers from the Box.
15p. 1mf. L2 ED 297 545

Alternative and Augmentative Communication Bibliography. Revised.
72p. 1mf. L1 ED 297 499

Commonly Asked Questions: Communication Techniques and Aids. Revised.
6p. 1mf. L1 ED 297 500

Commonly Asked Questions: Computers. Revised.
7p. 1mf. L1 ED 297 501

Communication Interaction between Aided and Natural Speakers: A State of the Art Report. Second Edition.
403p. 5mf. L1 ED 297 504

Communication, Control, and Computer Access for Disabled and Elderly Individuals. ResourceBook 4: Update to Books 1, 2, and 3.
385p. 5mf. L1 ED 297 505

Issues in Planning a State-Wide Technology Service Delivery Program for Special Education.
17p. 1mf. L1 ED 297 546

Overview: Evaluation/Assessment Defined and in Relation to P.L. 94-142 and P.L. 99-457.
29p. 1mf. L1 ED 297 502

Quick Information Sheets. 1988.
94p. 1mf. L1 ED 297 497

Toy Modification Note. Revised.
30p. 1mf. L1 ED 297 498

Trace Authored Papers from the Annual Conference on Rehabilitation Technology (10th, San Jose, California, 1987).
16p. 1mf. L1 ED 297 503

Wisconsin Univ., Stevens Point.
Avoiding Infusion Confusion Kindergarten through 3rd Grade. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
103p. 2mf. L1 ED 297 970

Avoiding Infusion Confusion 10th through 12th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
104p. 2mf. L1 ED 297 973

Avoiding Infusion Confusion 4th through 6th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
101p. 2mf. L1 ED 297 971

Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
116p. 2mf. L1 ED 297 972

Wisconsin Vocational, Technical and Adult Education District 1, Eau Claire.
Agreement between Area Board of Vocational, Technical and Adult Education District One and District One Vocational, Technical Teachers' Association (WEAC, NEA), July 1985-June 1986.
35p. 1mf. L1 ED 297 836

Women's Bureau (DOL), Washington, D.C.
Employment Programs for Rural Women.
40p. 1mf. L1 ED 297 900

Wooster Coll., OH. Andrews Library.
Solving the Information Puzzle...An Andrews Library Handbook.
49p. 1mf. L1 ED 297 747

World Health Organization, Geneva (Switzerland).
Battered Children and Child Abuse. Highlights and Recommendations of the CIOMS/WHO Conference (Berne, Switzerland, December 1985).
21p. 1mf. L2 ED 297 206

World Inst. on Disability, Berkeley, CA.
Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities. Executive Summary.
44p. 1mf. L1 ED 297 508

Attending to America: Personal Assistance for Independent Living. A Survey of Attendant Service Programs in the United States for People of All Ages with Disabilities.
212p. 3mf. L1 ED 297 507

Wyoming Community Coll. Commission, Cheyenne.
Statewide Longitudinal Study. Interim Report.
16p. 1mf. L1 ED 297 833

York Region Board of Education, Aurora (Ontario).
Grade 3 Screening for Admission to Programs for the Gifted. Analyses of the 1984-87 Stage I and Stage II Data.
36p. 1mf. L1 ED 297 494

Yukon Dept. of Education, White Horse.
Teaching in Yukon.
25p. 1mf. L1 ED 297 918